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ABSTRACT

This is an evaluation of a new curriculum which sought to: (1) help children grow in the aspects of wholesome living, (2) develop appreciation for the family, (3) help children develop ideals, standards, and attitudes helpful in the development of interpersonal skills, (4) develop a wholesome attitude toward sexuality, and (5) work with parents. During the 1967 to 1968 school year, a total of 31,000 pupils in grades prekindergarten through twelve, in the New York City school system, were involved in the program. Questionnaires were completed by all district superintendents, and coordinators and by a random sample of principals and teacher. Pupil attitudes were assessed by: (1) a pupil attitude scale for grades 6 through 12, (2) a teacher scale for grades 6 through 12, and (3) a teach scale for grades K through 5. Conclusions reveal that the curriculum has been well accepted and supported by all involved individuals. (author/EK)

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FAMILY LIVING, INCLUDING SEX EDUCATION

August 1969

George Forlano, William May, Allan J. Schneider

NEW YORK STATE DEPARTMENT OF EDUCATION
Division of Research

Board of Education of the City of New York
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Year-End Report

New York State Experimental and Innovative Programs
Article 73, Section 3602a, Subdivision 14 of the Education Law

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William May
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PREFACE

The day-to-day evaluation of the program was accomplished by a team of three members. The project team had to develop and distribute instruments and conduct all evaluation activities including the preparation of the major portion of this report.

Dr. George Forlano was responsible for the immediate supervision and coordination of all evaluation activities including the preparation of the final report.

Mr. William May worked on the evaluation and report of the general program. In cooperation with program personnel he participated in the preparation for, collecting and evaluating of information on staff responses and recommendations, staff training, and pupil achievement testing.

Dr. Allan J. Schneider was responsible for the main psychological aspects of the research and evaluation of the project concerning pupil attitudes. This included the revised design and construction of new instruments for the evaluation of pupil attitudes, the collection and processing of data and the interpretation of findings with respect to pupil attitude outcomes.

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INTRODUCTION

A. The Problem

New York City schools have always shared responsibility with the home, the church, and the temple for the education of young people in family living. Within recent years, the following problems have arisen in relation to education in this area:

> Social change, increased urbanization, and changing personal values have increased the need for more effective family life education, including sex education.
>
> The growing body of knowledge about human development, human behavior, and family life make it imperative that the schools increase instruction in family living and make some of this knowledge part of public education.
>
> The parent's need for help in giving guidance in family living including sex education in the home, and the increasing number of requests for help by physicians and clergymen make it necessary for the schools to initiate action in this area and to work more closely with parents and others.
>
> The need of teachers and supervisors for more adequate training in order to provide the desired quality of classroom instruction in family living, including sex education, makes it imperative that an expanded program of in-service education be augmented.
>
> Available printed and audio-visual materials are not adequate for a revised program in family living, including sex education; the development of new materials should continue on an ongoing basis.

It became clear that if the schools were to assume their responsibility in providing the kind of instruction in Family Living, Including Sex Education that would help to prepare children for healthy adulthood, the following action must continue to be taken:

1. A new curriculum called Family Living, Including Sex Education had to be prepared and is undergoing further development for grades pre-kindergarten through 12.
2. Parents, civic and religious leaders, agencies and community groups will continue to be oriented concerning the action being taken and their help obtained in defining and developing the program.

3. The needs and reactions of children at all age levels will continue to be carefully studied from the viewpoint of past, present, and future developments in many areas.

4. Current programs in operation, nation- and world-wide, have been evaluated and research studies and current literature are always considered.

5. Publishers and audio-visual producers continue to be informed of the initiation of work in the new area and the need for materials.

6. Colleges continue to be informed of in-service and pre-service courses needed and their cooperation enlisted.

7. Teachers, supervisors, and district coordinators will continue to be selected by district superintendents and given in-service training in sensitivity and curriculum content.

8. Books, audio-visual aids, and other resource materials needed by teachers for effective implementation of the curriculum will continue to be selected for purchase or production initiated.

B. Objectives

New York City's public schools have taken giant steps within the past two years to move ahead on a sound program in "Family Living, Including Sex Education." At the present time approximately 70,000 pupils in 320 schools at all grade levels and in all parts of our city are receiving direct instruction from 564 teachers. The extent of the program is not matched anywhere in the nation.

The main objectives of the program are the following:

1. To help each child grow in the aspects of wholesome living which relate to being a good family member. These aspects include loyalty, love, and appreciation of family.

2. To develop appreciation of the family as the basic unit of society.

3. To help children acquire a background of ideals, standards and attitudes which will be of value to them in the development of interpersonal relations and in building their future lives.

4. To develop a reverence for life and an awareness of one's responsibility for its preservation and enrichment through wholesome human relationships.

5. To develop a responsibility among children for making good decisions based on sound values.

6. To provide for the individual an adequate knowledge of his own physical, mental, social, and emotional maturation as related to family living and social development and an understanding of the uniqueness of individual growth.

7. To discuss with frankness and sensitivity children's problems in relation to sexuality.

8. To build a wholesome attitude toward sex and sexuality among children.

9. To establish among children the use of proper terminology in reference to the body and natural processes.

10. To give correct and understandable answers to children's questions on pertinent topics such as reproduction, sex differences, and other areas.

11. To work with parents in helping them to understand better their role in the child's total development.

The findings of this study with respect to selected aspects of the program should be of value to other school districts and professional groups. The completed reports and information concerning the materials, practices, and techniques developed in the New York City schools will be disseminated to other school districts and educational organizations in New York State and throughout the country.

C. Related Research

One of the bases of the program in Family Living Including Sex Education is an evaluative review of the results of recent research in the area of family life education.

Overview. McQueen (1967) concludes an extensive review of recent research in family living education with the assertion that such a program must include attitudes as well as facts. The additional requirements of a successful program are: it must begin early and include all grades to provide continuity of instruction; teachers must be specifically selected and specially trained; and there must be parental involvement and community support.

The Curriculum from Pre-Kindergarten to the Twelfth Year. The addition of sex education to a program of family living education requires a decision as to the place and sequence such material should take in the curriculum. On this subject English (1951) says, "In no area are our values and ideals more confused than in the realm of sex. We have commonly allowed the intricate problems involved to be postponed to the period of adolescence. This, of course, is a mistake. To be sure, sex motivation, though not non-existent, is weak in childhood. But it is important that the child be prepared to meet sex problems before they descend upon him."

Training Teachers, Supervisors and Coordinators. In two studies Malfetti (1964) finds the lack of qualified teachers to be the most frequently given reason for not offering a sex education program. According to both Jersild (1955) and Malfetti (1967) this shortage is aggravated by the necessity for attitude training in addition to specific knowledge of content, if communication with parents and children is to be successful. Thompson (1962) cites Baruch (1945) to show that student-teachers who acquired a better understanding of themselves learned to accept children and their sometimes deviant behavior patterns in a more positive way. The sympathy resulting from discussions of common problems with other teachers, according to Cronbach (1954), frees the teacher to make tries he would not make if he risked ridicule or sharp criticism from his associates. If instruction is to be more than simple lecturing, the teacher who sets out to impart sex information must feel secure herself, must have already won the confidence of her charges, and must be free from the threat of parental indignation, say Stone and Church (1957).

Orientation of Parents and Community. Malfetti (1967) and McQueen (1967) in their extensive reviews of present programs in Family Living Including Sex Education find the need for parental and community participation a necessity for the success of such programs. They conclude: it is necessary to allay teachers' apprehensions in this area; it is a consequence of the fact that much of the impetus for such programs comes from parents and community groups; and it is a continuation of the close association of parents and the schools in education for family living. The many advantages accruing to parents and agency representatives through mutual involvement in child rearing is cited by Goldstein and Doll (1967). In addition, they found parents willing to discuss with other parents problems which caused hostility when broached by agency representatives. The perspective parents gained by such interchange often resulted in group action in handling common problems.

Printed and Audio-visual Materials. An examination of presently available printed and audio-visual materials points up the inadequacy of such materials, for a new program in Family Living Including Sex Education. Such materials do not include the most recent knowledge in the area. In addition, they reflect the past exclusion of training in sexuality by the absence of texts, charts, films and filmstrips which include such information for transmission to parents and pupils. They do not provide for the large Spanish speaking as well as Chinese populations of the New York City schools. The particular advantages of using audio-visual materials in communicating with parent groups is cited by D.K. Cheney (1967). He reports that parent groups are impressed with the advantages afforded children through A-V media, and that such techniques serve to bridge the chasm of communication between parents and teachers.

New York City Pilot Program. In answer to the need for improved training in Family Living Including Sex Education, the New York City Board of Education in April 1967 initiated work on a new program.

Working through the Summer of 1967, the New York City curriculum committee took advantage of earlier work in this area of education. The experience of the Chicago schools in introducing a fifth grade program in 27 schools in 1966 was examined (1967). The Montgomery County, Maryland (1967) program utilized in 20 secondary schools in 1966 was reviewed. Further examples of this review included materials from Missouri (1964) and Sweden (1964); the planning of San Mateo, California (1967), and Glen Cove, New York (1967), and the recommendations of professional groups such as the American School Health Association (1967). The result of this work was the publication of a preliminary curriculum guide introducing the first comprehensive program in Family Living Including Sex Education to include all grades from pre-kindergarten to the twelfth year. More than 3000 copies of the guide describing the preliminary curriculum have been sent throughout the country to agencies requesting it.

In the Fall of 1967 an intense program of training for 33 district coordinators in Family Living Including Sex Education was undertaken. Two joint training programs were conducted. First, weekly workshops for coordinators, curriculum experts, and sensitivity trainers were conducted at the New York Postgraduate Center for Mental Health. This program emphasized curriculum familiarization and sensitivity training. Concurrently, weekly meetings were held at the Lenox Hill Hospital in New York City, under the auspices of the Lenox Hill Hospital, Columbia University Teachers College, and the New York City Board of Education. This second training program emphasized the development of a detailed knowledge of sexual anatomy and physiology as they relate to the problems of growing children. Teachers selected for the new program and their district superintendents participated in a third training program, which consisted of six weekly meetings conducted at two central metropolitan locations. Additional teacher training was conducted in the school districts by the district coordinators.

In the late Fall of 1967 programs to orient parents and community groups were organized and implemented in the local school districts.

In the Spring of 1968 approximately 30,000 pupils in 150 schools were exposed to this pilot program in Family Living Including Sex Education. The district coordinators continued advanced training at the New York Postgraduate Center for Mental Health. Teacher training continued in the school districts, and parent and community group orientation expanded in scope and the number of people involved.

During the school year 1968-1969, in-service advance training was again provided for the district coordinators at the New York Postgraduate Center for Mental Health in the areas of content familiarization, sensitivity training and the group process. Parent and community group orientation and involvement continued to expand in scope and the number of people involved, while teacher training was continued for a second year in the school districts. In addition, a series of citywide in-service workshops were provided the teachers along with a television in-service program held weekly for 15 sessions over the Board of Education's station WNYE, Channel 25.

The principal areas of investigation are designed to test the following hypotheses:

Hypotheses

1. The new curriculum in Family Living Including Sex Education will result in more desirable pupil attitudes than the former program in family living presented in schools prior to the Spring of 1967.

2. Pupil achievement in knowledge of Family Living Including Sex Education will meet criteria specified in the objectives of the curriculum.

3. Teacher and supervisor sensitivity to pupil needs in Family Living Including Sex Education will be appropriate to attain the revised objectives of the curriculum.

4. Teacher and supervisor mastery of content of the curriculum in Family Living Including Sex Education will be adequate for expanded implementation of the curriculum.

5. Selected and specially developed books, audio-visual materials and models will properly supplement the new curriculum in Family Living Including Sex Education.

6. Parental cooperation in meeting children's needs in Family Living Including Sex Education will increase to levels specified under the revised objectives of the curriculum.

7. Parental and community knowledge, attitudes, and acceptance of the new program in Family Living Including Sex Education will be in accord with the objectives of the curriculum.

METHODS AND PROCEDURES

Program Development

Subjects in the Implementation of the Program

Pupils and Schools. A total of 70,000 pupils in grades K-12 are currently involved in the program. Systematic instruction was provided by 564 teachers to pupils in 320 schools. During the first year, 31,000 pupils in 110 schools were instructed by 360 teachers.

Coordinators. Thirty-two Coordinators of Family Living worked under the supervision of the local school district superintendent or unit administrator to coordinate the program in the 30 districts, 1 project area, and special schools in the city.

Other Staff. Representatives of various bureaus of the Board, as Research, Curriculum, Child Guidance, Educational and Vocational Guidance, Home Economics, Science, and Health Education have continued to assist in the ongoing implementation of the program.

Citywide Advisory Council. A Citywide Advisory Council composed of representatives of religious, civic, parent, community, medical, teaching staff, and other groups have continued to serve in an advisory capacity.

Local Councils. Parents, staff, and representatives of the local community formed district and school advisory councils to insure that a clear understanding of the program continues to precede its ongoing implementation.

Educational Treatments or Activities

1. Proposal Development and Funding

A proposal was sent on February 15, 1968, to the Bureau of In-Service Education for funding during FY 1969 under the Speno-Brydges Law. The sum of $10,000 for use in 1968-69 was approved by the State and was matched by $10,000 in city funds.

A research proposal sent to the New York State Division of Research was approved up to a total of $17,589, for 1968-69, for the continuation of an Experimental and Innovative Program.

A second research proposal was sent April 14,1969, to the New York State Division of Research and was approved for continued support of the program for $15,262, for the school year 1969-70, under New York State Experimental and Innovative Programs.

2. Curriculum Development

A preliminary curriculum was developed and used on a pilot basis during 1968-69.

Suggestions concerning the revision of the curriculum have been received and evaluated. A newly revised curriculum guide has been developed and is slated for dissemination in September 1969.

In terms of what is taught, throughout the grades children are led to recognize that successful family living includes love and the sharing of effort. Beginning with prekindergarten, children are helped to develop attitudes and values necessary to become effective members of the family. In the middle grades, emphasis is placed on the importance of responsible social behavior consistent with moral and ethical values. At the secondary school level, this is expanded to include the development of standards for boy-girl relations and the values of social conventions.

Important information and understandings about his physical development appropriate to the child's age and needs are taught starting in prekindergarten and extending through grade 12. At the prekindergarten and kindergarten level, children learn the correct names for body parts and processes. These names are quietly substituted by the teacher for the terms some children may use when they first come to school. This practice is continued until correct terms are used matter-of-factly by all children.

In the primary grades, girls become aware of their role as girls and boys of their role as boys. They begin to understand that girls grow into women and boys into men and appreciate the meaning of these terms. In the middle grades, pupils become aware of the physical changes leading to manhood and womanhood. At the secondary level, students learn to recognize qualities of value in the opposite sex.

An understanding of the reproductive process is developed gradually. By the end of the sixth grade, pupils should have an understanding of how the human body begins, grows, and is born. The scientific approach is stressed. In the study of marriage, at the secondary level, the responsibilities of, and the basic requirements for, a successful marriage are studied. Emphasis is placed on the family as the basic unit of society.

3. Training of District-Area Coordinators and Special Personnel

It was evident that the success of the family living program in the New York City public schools would depend to a large extent on the quality of staff training. The following programs were organized for coordinators and proved very successful:

a) September, 1967 - January 31, 1968 (90 Hours)

1. 30 hours of sensitivity-group process training. Training by psychologists and curriculum specialists in small groups, these sessions were planned in cooperation with the staff of the Postgraduate Center for Mental Health, an independent agency, and the Bureau of Child Guidance and Curriculum Development of the city school system.

2. 30 hours of course content relating to the curriculum. These sessions, under the direction of Assistant Superintendent Helene Lloyd, generally consisted of lectures followed by informal discussions. These lectures were given by the following consultants:

Mrs. Janet Brown, Staff Associate
for Family Life Education
Community Service Society

Dr. Simon Silverman, Director
Bureau of Child Guidance

Dr. Isidore Rubin, Editor
Sexology Magazine

Dr. Lawrence Crawley
Obstetrician and Gynecologist
Lenox Hill Hospital

Dr. Robert S. Liebert
Psychoanalyst, Psychiatric
Staff of Columbia-Presbyterian Medical Center, etc.

Dr. Laura Singer, Psychoanalyst

Dr. Helen F. Southard, Author
and Family Life Consultant

Mrs. Aline Auerbach, Parent
Education Consultant,
Bloomingdale Project, etc.

Mrs. Elizabeth S. Force, Family
Life Consultant, American
Social Health Association

Dr. Mary S. Calderone
Executive Director, SIECUS

Mrs. Mamie Phipps Clark, Psychologist
and Executive Director, Northside
Center for Child Development, Inc.

Dr. Tilla Vahanian, Professor,
Education for Marriage and Family
Life, Teachers College,
Columbia University

Father Joseph Fitzpatrick
Sociologist, Fordham University

Dr. Vera Paster, Assistant Director
Bureau of Child Guidance

3. 30 hours of special content training under the direction of Dr. James Malfetti (Teachers College) and Dr. Lawrence Crawley (Lenox Hill Hospital). Through a grant from the board of trustees of Lenox Hill Hospital, programs were organized in community relations, language and sex education, psycho-sexual development, male and female reproductive systems, normal pregnancy and delivery, problems of pregnancy (multiple births, RH factors, prematurity), family planning, petting, coitus, out-of-wedlock pregnancy (abortion and miscarriage), venereal disease and prostitution.

b) February 1, 1968 - June 30, 1968 (60 hours)

1. 30 hours of training in curriculum implementation. These sessions were under the direction of Assistant Superintendent Helen M. Lloyd. The sessions dealt with suggestions for introducing the new curriculum, teacher-supervisor training (patterns and practices), local resources, interpretation of the curriculum, audio-visual materials, curriculum research and development, projects in other cities, current evaluation, problems and practices, and guidelines for 1968-1969.

2. 30 hours of training in materials and methods
All coordinators participated in a 30-hour training program at Lenox Hill Hospital in the "Use of Materials, Methods, and Techniques in the Teaching of Family Living," given by Dr. Lawrence Crawley and Dr. James Malfetti. This training was made possible because of a grant to the Board of Education from the New World Foundation.

c) September 1, 1968 - March 14, 1969 (60 hours)

1. 30 hours of course content relating to the curriculum.
These sessions included lectures on growing-up, communication between parent and adolescent in the area of family living and sex education, progress in sex education (obstacles to overcome), psycho-sexual development (early childhood, problems of the pregnant out-of-wedlock teenager, teen-age tensions and problems, sex education), improving communications, prevention of human birth defects, and psycho-social problems of youth, including drugs and venereal disease. These sessions included lectures at the Postgraduate Center for Mental Health by the following consultants:

Date: October 4, 1968
Speaker: Dr. Martin Wagner
Topic: Introduction to Postgraduate Center

Date: October 11, 1968
Speaker: Miss Vera Milow, Educational Director, Tampax, Inc.
Topic: Growing Up

Date: December 6, 1968
Speaker: Dr. Allan J. Schneider, Bureau of Educational Research, N.Y.
Topic: Evaluation Procedures of the Family Living Program

Speaker: Mrs. Lynn Spiro, 3M Company
Topic: Presentation of Materials - Transparencies and Booklets

Date: December 13, 1968
Speaker: Miss Lucille LoCurto, Sterling Films, Inc.
Topic: Preview of New Films: Life from Life
Egg and Sperm
Your First Six Years

Date: December 20, 1968
Speaker: Mrs. Jane R. Mayer, Marriage Council & Family Guidance, Inc.
Topic: Communication Between Parent and Adolescent in the Area of Family Living and Sex Education

Date: January 3, 1969
Speaker: Helen Southard, Director, Bur. of Research & Prog. Resources YWCA
Topic: Progress in Sex Education - Obstacles to Overcome

Date: January 10, 1969
Speaker: Rev. George Hagmaier, C.S.P., Marriage Counselor, Board Member, SIECUS
Topic: Psycho-Sexual Development - Early Childhood

Date: January 17, 1969
Speaker: Dr. Ludwig J. Cibelli, M.D., F.I.C.S.
Topic: Problems of the Pregnant Out-of-Wedlock Teenager

January 24, 1969 - No Session - Health Education Meeting

Date: January 31, 1969
Speaker: Dr. Gilbert Shimmel, Prof. of Health Education, Teachers College, Columbia University
Topic: Teenage Tensions and Problems

Date: February 7, 1969
Speaker: Dr. Vera Paster, Bureau of Child Guidance, N.Y.C.
Topic: Sex Education - Improving Communications

Date: February 14, 1969
Speaker: Dr. Edna O. Meyers, Chief Psychiatrist, Northside Center for Child Development
Topic: Negro Family Life - Problems and Challenges

Date: February 21, 1969
Speaker: Frances Breed, Assoc. Dir. for Community Services, SIECUS
Topic: Family Life and Sex Education Throughout the Country - Implications for N.Y.C.

Date: February 28, 1969
Speaker: Dr. Virginia Apgar - Vice President for Medical Affairs, National Foundation, March of Dimes
Topic: Prevention of Human Birth Defects

Date: March 7, 1969
Speaker: Dr. Geoffrey Esty
Topic: Psycho-Social Problems of Youth - Including Drugs and Venereal Disease

Date: March 14, 1969
Speaker: Fr. George Hagmaier, C.S.P., Marriage Counselor, Board Member, SIECUS
Topic: Psycho-Sexual Development - The Latency Period Through Adolescence

2. 30 hours of sensitivity training, including emphasis on use of group process techniques. These sessions were planned in cooperation with the staff of the Postgraduate Center for Mental Health. Dr. Martin Wagner coordinated the program for the Center.

4. Training Programs for Teachers and Supervisors

During the Fall and Spring terms 1968-1969, a series of citywide in-service workshops, similar to those held in 1967-1968, was initiated for more than 250 teachers and supervisors, at which the following topics were discussed:

Date: December 4, 1969
Speaker: Dr. Lawrence Q. Crawley, Lenox Hill Hospital, Gynecology & Obstetrics
Topic: Responsible Sexuality and the Adolescent and his Problems

Date: December 18, 1968
Speaker: Dr. James L. Malfetti, Teachers College, Columbia University
Topic: Masturbation
Homosexuality

Date: January 15, 1969
Speaker: Dr. Lawrence Q. Crawley
Topic: Reproduction, Including Experiences at Lenox Hill Hospital in Relation to the Unwed Mother and the Impact on Mother and Child

Date: February 4, 1969
Speaker: Mrs. Aline Auerbach, Parent Education Consultant
Topic: The Role of Parents and School in Sex Education

Date: March 12, 1969
Speaker: Dr. Charles Brown, Psychiatrist, Bureau of Child Guidance
Topic: Negro Family Patterns in New York City

Training sessions were also held in the districts under the supervision of the district superintendents and district coordinators. District resource staff were used, as well as local doctors, college staff, district Bureau of Child Guidance personnel, family life consultants, Department of Health staff, and others.

In addition, a 15-session television in-service program followed by workshops in schools was held during the Spring term 1969 over the Board of Education's station, WNYE-TV, Channel 25. The course included demonstration lessons, panel discussions, lectures, question-answer periods and reviews of new material in the area of "Family Living, Including Sex Education". The topics presented were:

Introduction - What's It All About?

The Family in New York City - Part I

The Family in New York City - Part II

Psycho-Sexual Development: Early Childhood

Psycho-Sexual Development: Adolescence

Psycho-Social Aspects of Adolescence

Adolescence - From Boy to Man

Female Reproductive System

Male Reproductive System

Heredity and Environment

Responsible Sexuality

Preparation for Marriage

Looking Ahead to Parenthood

Special Problems

Evaluation

5. Training Program for Others

In attendance on a voluntary basis at the meetings for Coordinators were representatives of the following groups:

Archdiocese of New York

Archdiocese of Brooklyn and Queens

Yeshivas in Queens

Protestant Council of Churches

Community Service Society

New York City Department of

Bureau of Child Guidance

Bureau of Early Childhood Education

Bureau of Curriculum

Bureau of Health Education

Bureau of Science

Bureau of Educational and Vocational Guidance

Bureau of Educational Research

6. District Training Program.

Specially allocated funds were allotted on an experimental basis to Districts 3 Manhattan and 25 Queens for use in developing a district wide in-service program in Family Living, Including Sex Education.

District 25 Queens

Number of Sessions: 10
Number of Teacher Trainees: 95
Consultants: Prof. James Malfetti, Teachers College, Columiba Univ.
Dr. Geoffrey Esty
Mrs. Helen Southard, Director, Bureau of Research & Program Research YWCA
Miss Mary Fitzgerald, Director of Bureau of Health & Physical Education
Mr. Abraham Marten, Assistant Director Bureau of Health & Physical Education

District 3 Manhattan

Number of Sessions: 19
Number of Teacher Trainees: 90
Consultants: Prof. James Malfetti, Teachers College, Columbia Univ.
Dr. Lawrence Crawley, Gyn. & Obstet., Lenix Hill Hosp.
Dr. Jerome Radin, Gr. Therapist, Postgraduate Center
Fr. Joseph Fitzpatrick
Dr. Vera Paster, Bureau of Child Guidance
Dr. Murray List, Gr. Therapist, Postgraduate Center
Fr. George Hagmaier, C.S.P., Marriage Counselor, SIECUS

7. Parents and Community Groups

Each district coordinator, under the direction of principals and district superintendents, utilized a program which was specifically prepared to meet the special needs of the district in accordance with the character and the internal resources of each of the local school districts. The participation of religious, health, social, college, and agency representatives was always solicited. These programs continued to be organized on both district-wide and school-wide bases. District programs were also integrated with programs sponsored by colleges, and such agencies as the Department of Health.

In school-wide programs, individual schools within districts continued to use parent group programs currently in operation. Meetings of parents, teachers, and coordinators, under the supervision of school principals, will continue to be convened to discuss the revised curriculum. Materials and methods utilized in the past will be carefully reviewed by such groups.

With respect to district-wide programs, District Advisory Councils continued to organize programs and meetings to include individual school organizations along with community groups in each of the local districts. Under the supervision of the district superintendent, these programs were planned to examine common problems and invited the continuing participation and utilization of district resource personnel and facilities.

With respect to colleges and special agencies, community and school groups continued to work with college staffs on proposals for the on-going training of staff personnel and the expanded organization of parent workshops. The continued cooperation on special projects with the Department of Health and other special agencies was also arranged.

8. Audio-Visual Materials

Audio-visual and printed material have been made available for use both on a city-wide and district basis. Comprehensive lists of audio-visual materials in expanded form continue to be made available to schools by the Bureau of Audio-Visual Instruction. This list includes materials for use with children, teachers, and parents. Spanish and Chinese soundtracks have now been prepared for selected films. In addition, a meeting was held April 4, 1968, with commercial audio-visual producers to discuss current needs in the area and to give suggestions for the development of new materials.

9. Printed Materials

A kit of printed materials (books, periodicals, charts, etc.) for use by schools has been disseminated to each school district office. A meeting was held on June 6, 1968, with publishers of materials in the area to present needs and to suggest directions for new materials. On July 10, 1968, publishers were invited by letter to submit current materials for review. An annotated list of recommended materials will be issued later this year.

10. Work with College Staff

A meeting was held with college staff members in February, 1968, to ask for their cooperation in initiating pre-service and in-service programs in the field of family living. In May, 1968, a list of available summer session college courses was sent to the schools. In September, a similar listing of 1968-69 course offerings was mailed.

11. Cooperation with the State

New York City has cooperated with the state on many aspects of the family living program. Copies of the preliminary curriculum guide, "Family Living, Including Sex Education" were made available on a state-wide basis in August, 1967. Copies of the newly revised curriculum guide will be made available for dissemination throughout the state in September, 1969.

Slides taken in relation to the project have been sent to the State for possible use in a filmstrip. Tapes of training sessions, the parent brochure, Spanish and Chinese soundtracks developed by the New York City Bureau of Audio-Visual Instruction for commercial films, and other materials will continue to be shared.

In addition, the State Department of Education and New York City school system have continued in many other ways to cooperate in the research aspects of the family living program. This three-year evaluation study is expected to yield valuable guidelines for the further development of the program in the city and for programs throughout the State.

Program Evaluation

Participating Supervisory and Instructional Personnel

As was the case last year, observations and judgments of participating personnel were utilized in gathering evidence of the effective operation of the program. All district superintendents and district coordinators were again asked to complete specially constructed questionnaires. Random samples of principals and teachers were asked to participate in the evaluation survey. Selected teachers were asked to complete a questionnaire pertaining to their participation in a 15 session T.V. in-service workshop program, the details of which are presented toward the end of this section. Other specific details and related data are presented in the Results Section of this report.

Participating Teachers and Students

Another approach utilized in gathering information was accomplished by means of specially developed teacher and pupil measures for assessing attitudinal outcomes with respect to the program objectives.

The students involved in the attitudinal evaluation phase of the investigation totaled 865, 469 females and 396 males. Of this total there are 324 students (158 females and 166 males) in 14 classes at the sixth-grade level, 271 students (149 females and 122 males) in 12 classes at the eighth-grade level, and 270 students (162 females and 108 males) in seven classes at the eleventh-grade level. It should be noted that the current student sample of 469 females and 396 males represents a sizable increase over last year's sample of 259 females and 187 males.

The student sample at the sixth-grade level was selected from two schools in the Bronx (three classes), one school in Queens (three classes), one school in Brooklyn (three classes), and one school in Manhattan (five classes). All of the 14 classes are coeducational. One of the four schools is an intermediate, special service school.[1] Two of the four schools are elementary, non-special service, and the fourth school is an intermediate, non-special service school. In all cases, the curriculum was specifically identified in the instructional process as Family Living, Including Sex Education. These four schools are fairly representative of public schools in New York City in the categories indicated.

It may be noted that the methods of implementing the program in Family Living, Including Sex Education vary from district to district and from school to school in response to local community needs. Some districts have presented the curriculum units in a classroom situation where the lessons are identified specifically as classwork in Family Living, Including Sex Education. Other districts have incorporated the same materials without specific identification, as part of the instruction in other curriculum areas or subject classes such as health education, guidance, science, and the like.

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[1] Special service schools are schools where, among certain other factors, the percent of pupils on free lunch, the percent of pupils with language handicaps, and the pupil mobility are relatively high.

At the eighth-grade level, the student sample was selected from two junior high schools in Richmond (four classes), one junior high school in Queens (five classes), and one intermediate school in Manhattan (three classes). Two of the twelve classes are exclusively female and one of the twelve classes is exclusively male; the remaining nine classes are coeducational. As was the case with the sixth-grade students, the curriculum was specifically identified in the instructional process as Family Living, Including Sex Education. Three of the four schools are non-special service and one of the four schools is special service. These schools are representative of schools in their respective categories.

Students at the eleventh-grade level were selected from two senior high schools in Richmond (two classes), one senior high school in Queens (three classes), and one senior high school in Brooklyn (two classes). Three of the seven classes are exclusively female; two of the classes exclusively male, and the remaining two classes are coeducational. In several of the classes, the format of the curriculum was specifically identified as Family Living, Including Sex Education, whereas in the remaining class it was not so specified. In all instances where the format of the curriculum was not specifically identified, it was integrated in the instructional process as part of the broader subject area of health education. As was the case with the sixth and eighth-grade student groups, the seven classes sampled are representative of schools in the categories indicated.

In addition to the student sample, there are two types of teacher groups. One group comprises 33 teachers who taught the 33 classes sampled. These teachers were administered the teacher attitude scale in person while their respective classes were being given the student attitude scale.

A second group comprises 19 teachers, covering grades K-5, to whom the scales were mailed in order for the teacher to evaluate her class. Because of the age level of primary grade children and the relative difficulty involved in reading and understanding the scale items, it was deemed that at the present stage of instrument development, teacher evaluations would yield the best measure of class outcomes.

In summary, it may be noted that the student sample consists of 865 subjects, 469 females and 396 males, encompassing fourteen, twelve, and seven classes, respectively, at the sixth, eighth, and eleventh-grade levels. The teacher sample consists of two types: one group comprising 33 teachers who were involved in the instructional process of the 33 classes sampled; a second group comprising 19 teachers from grades K-5 who were mailed the teacher attitude scales. All told, 13 schools (five elementary, four junior high and four senior high) were involved in the student sampling. These schools are representative of public schools in New York City in the categories specified, such as: special service schools, sex, format of curriculum, and other related categories.

Educational Pupil Treatments

The curriculum being followed was based initially on the preliminary curriculum guide to Family Living, Including Sex Education, which was prepared in the summer of 1967; is based currently on the revised guide which is scheduled for dissemination in September 1969. The stated time allotment for the curriculum is the same as last year:

1. In the elementary schools approximately 15 minutes per day, five timesper week (75 minutes).

2. In the junior high schools approximately 20 minutes per day, two times per week (40 minutes).

3. In the senior high schools approximately 40 minutes per day, one day per week (40 minutes).

In the primary grades, instruction is ordinarily included in the science, health education, or social studies time allotment as a specifically identified curriculum called Family Living, Including Sex Education. In grades 5 and 6 more direct teaching is typically initiated. For example, at the fifth-grade level, the topics of puberty, fertilization, and the birth of a baby are discussed. At the sixth-grade level, menstruation, and boy-girl relationships growing out of the unevenness in development merit attention. At the eighth-grade level, emphasis is placed on the depth and significance of "crushes" and the health hazards of casual and indiscriminate sexual relationships. The time allotment continues to be flexibly based on teacher judgment and separate classes for boys and girls are utilized wherever deemed advisable.

On the secondary grade levels, the instructional format of the curriculum continues to be either specifically identified or is integrated as part of broader subject areas such as health education, guidance, science, and the like, or is presented in combinations of both types of format. Discussions revolve around more mature topics such as the importance of self and mutual responsibilities in boy-girl relations, the resources available in meeting problems that may arise, preparation for marriage, family structure in America and other cultures, and special sociological problems in a complex society. Only factual information on controversial issues are provided. The sources for additional information are stressed, as the home, clergy, family doctor, health center, and other agencies.

Instruments Used and Data Analysis Procedures

A comprehensive evaluation of pupil outcomes with respect to the implementation of a new curriculum, particularly one of a psychological nature such as Family Living, Including Sex Education, must necessarily include an assessment of attitudinal reactions. One immediate problem in the assessment of attitudes in the relatively undeveloped area of sex education is the lack of instrumentation which can be used for evaluating purposes. In the absence of any available measures, scales from last year's evaluation were revised and expanded for the purpose of evaluating attitudinal reactions to the revised program objectives of the Family Living, Including Sex Education Program. The objectives of the program which the scales are designed to measure were included in the Introduction section of this report.

The instrumentation developed are of three types: a pupil attitude scale for grades 6-12, a teacher scale for grades 6-12, and another teacher scale for grades K-5. Copies of each instrument may be found in the Appendix.

(1) Pupil Attitude Scale, Grades 6-12. The pupil scale titled, "What Do You Think About Family Living, Including Sex Education" is a 21 item, multiple-choice type measure. Twenty of the items contain five response categories per item and one item contains three response categories. In addition, there are two remaining items, items 22 and 23 which are open-ended and are, therefore, not included among the statistical tabulation of the 21 multiple-choice type questions. The items are derived from the revised program objectives of the Family Living, Including Sex Education Program, as cited in the Introduction section. The method of administration of the pupil scale followed a uniform set of instructions. The instructions are stated in the Directions section of the scale and were personally administered to the student sample by one of the investigators.

Measure of Reliability. The "split-half" or "odd-even" method of correlation was employed by dividing the instrument into two alternate forms of ten items each. The correlation was then computed for these half tests. From the self-correlation of the half tests, the reliability coefficient of the whole test was then estimated by use of the Spearman-Brown prophecy formula.

Accordingly, measures of reliability were estimated for grade levels six, eight, and eleven with the following results. For grades six the correlation (r) for the whole test is .88, for grades eight the r is .89 and for grades eleven the r is .86. These results suggest a fairly high and consistent level of reliability for the instrument at the three grade levels. These results are quite consistent with the correlation coefficients found last year, where 10 of the 12 multiple-choice items used in last year's instrument have been retained in this year's scale. Last year the correlation for grades 6, 8, and 11 were .89, .84, and .87, respectively.

(2) Teachers Attitude Scale, Grades 6-12. The teacher scale concerning pupil attitudes for grades 6-12 closely parallels that of the pupil scale for grades 6-12. Except for one additional multiple-choice item at the end of the pupil scale and a change in title page and directions, the content of the 20 multiple-choice questions for both instruments is very similar. The last two items of the teacher scale, items 21 and 22, are open-ended and are, therefore, not included among the statistical tabulation of the 20 multiple choice type questions. The reason for the striking similarity between the content of the teacher and pupil scales is to determine how closely teacher and class perceive class attitude outcomes as measured from a similar set of questions. Accordingly, each teacher was asked to give her reaction as to how she thinks the majority of her class feels toward each scale item. In other words, the teacher was asked to respond according to what she believed to be the class'

feelings toward each question. Results of teacher and class companions for the sixth, eighth, and eleventh grade levels can be found in the section which follows, Estimate of Scale Validity, and in the section on Results. The scale was administered to the class teacher by one of the investigators at the same time the class was being given its instrument. The uniform set of instructions for the administration of the instrument can be found in the Directions section of the scale (see Appendix).

Measure of Reliability. The measure of reliability is the same as that employed for the pupil scale. The split-half coefficient, Spearman-Brown formula was used and yielded a correlation of .86. This estimate is based on the responses of a group of 33 teachers from grades 6, 8, and 11, to whom the scale was administered by one of the investigators at the same time each of the 33 classes were being given their instrument.

(3) Teacher Attitude Scale, Grades K-5. The teacher scale for grades K-5 closely resembles the teacher scale for grades 6-12. The content and format of the questions are virtually the same except for minor changes in phraseology. The split-half coefficient, Spearman-Brown formula, was used once again and yielded a correlation of .82, with a sample group of 17 teachers. As was previously noted, the K-5 teacher group was mailed their scale. At these grade levels, it was deemed that, because of the age level of the children and the relative difficulty involved in the reading and understanding of the items, that teacher evaluations would yield the best measure of class outcomes at this time.

Measure of Reliability. As was the case with the pupil and teacher scales, grades 6-12, the split-half coefficient, Spearman-Brown formula was employed as the measure of reliability. The correlation was found to be .80 which suggests a fairly high estimate of internal consistency for the instrument.

Estimate of Scale Validity. The estimate of validity for the pupil attitude scale, grades 6-12, is a concurrent type of validity involving teacher ratings obtained from the teacher scale, grades 6-12, as the criterion of comparison. It was mentioned above that the content of the questions for the teacher and pupil scales, grades 6-12, is very similar for both instruments. The rationale for this procedure is to determine how closely teacher and class perceive class attitude outcomes as measured from a similar set of questions. As such, each teacher involved in the instructional process of the student sample was asked to give her judgment as to how she thinks the majority of her class feels toward each questionnaire item. In essence, the teacher was asked to respond according to what she believed to be the class' feelings toward each question. The teacher scale was administered to the class teacher by one of the investigators at the same time the class was being given their questionnaire.

Class and teacher modal responses for each of the 20 multiple choice scale items was determined for the sixth, eighth, and eleventh-grade levels. For example, at the sixth-grade level, the modal responses for 13 classes and their respective teachers were determined for each of the 20 items. The modal response pattern (profile) of the 13 classes combined was then compared with the modal response pattern of the 13 teachers combined. A percentage of agreement between both types or modal response patterns was then determined to arrive at an estimate of validity of the concurrent type. The same procedure was followed with the eighth and eleventh grade levels. All told, there were 32 classes and 32 teachers. One teacher in the sixth grade failed to return her scale. In all, therefore, every class in the student sample except one had a corresponding teacher scale.

Based on the results for the 13 classes of the sixth-grade level, the percentage of agreement ranged from a high of 80% to a low of 25%. The median percentage for the grade level was 65%,suggesting a moderate degree of congruence.

Similarly, the results for 12 classes at the eighth-grade level shows the percentage of agreement to range from a high of 85% to a low of 50%. The median percentage for the grade level was 70%, suggesting a moderate degree of congruence.

Results from seven classes and their teachers at the eleventh-grade level show the percentage of agreement to range from a high of 70% to a low of 30%. In this case the median percentage for the grade level was 60%. The relatively lower median percentage for the eleventh grade may reflect a more individualistic, differentiated way of thinking about sex education among students and between students and teacher at this age level. It may also be that the instrument does not adequately reflect the more sophisticated level of scale material appropriate for an older and more mature age group of students.

(4) Achievement Tests

Family Living, Including Sex Education just as any other area of instruction, has content. This content is based on knowledge, facts, and opinion, more or less well founded, within which framework instruction takes place. The content is included in the curriculum guides, the audio-visual materials supplied, the textbooks recommended for classroom use or as teacher or parent references, and in the discussions and materials provided to teacher in training programs. This content provides the reservoir from which knowledge outcomes are to be developed in the pupils. The curriculum guide prepared for use by the teachers in their classroom instruction indicates the specific outcome goals recommended for the pupils based on their levels of development as reflected in their grade level placement. The measurement of some of these pupil outcomes was the purpose of the Achievement Test in Family Living, Including Sex Education.

The absence of any available tests in this area necessitated the construction of such an instrument. Preparation for such a testing program began during the school year 1967-1968, the first year the program was implemented. During the second half of the instructional year approximately 80 teachers involved in instructing pupils were solicited for questions which they, based on their classroom experience, believed appropriate for determining knowledge outcome in their pupils. None of these questions was used with pupils at that time. The second year, 1968-1969, of program implementation saw the expansion of this effort to produce such questions. District Coordinators and Curriculum Consultants, were included with additional teacher recruits in the effort to construct a knowledge test. A committee of staff members reviewed the questions submitted and examined textbooks and training guides to fit the questions to the materials used, the curriculum guide and the practices of the classroom instruction. Experimental forms of tests for three grade levels, the 11th, the 8th and the 6th, were prepared. These consisted of 25 questions each in a 4 choice multiple-choice format. Trial forms were utilized in March, 1969 with a sample of approximately 60 pupils on a grade level. Revisions were made in vocabulary level, testing procedure, and item presentation based on these results.

In May, 1969 an experimental version of the test was used with 1,003 pupils. The distribution by grade level and experimental and control groupings of the pupil population tested is given in Table I below:

TABLE I

NUMBER OF PUPILS GIVEN ACHIEVEMENT TEST BY GRADE, EXPERIMENTAL AND CONTROL

Grade Level	Experimental	Control	Total
6	247	134	381
8	81	94	175
11	295	152	447
TOTALS	623	380	1003

Measure of Reliability

The method of rational equivalence, Kuder-Richardson Technique, was utilized with the test results for each grade level tested. The results of this analysis are included in Table 2 below:

TABLE 2

KUDER-RICHARDSON RELIABILITIES ON ACHIEVEMENT TEST BY GRADES

	6TH Grade	8TH Grade	11TH Grade
Reliability	.75	.31	.68
Number Pupils	381	175	447

Estimate of Validity

The absence of other measures of pupil knowledge in this area presented difficulties in the area of test validation. The review of course content and grades by a large pool of teachers and staff members, previously mentioned, in the preparation, review, and selection of items for inclusion in the test attempted to assure content validity, based on the judgment of this jury.

(5) Technical Procedures. The technical procedures used for data analyses used for data analyses include "t" tests of statistical significance:

a) Between mean attitude scores of pupils for grades 6 and 8.
b) Between mean attitude scores of pupils for grades 6 and 11.
c) Between mean attitude scores of pupils for grades 8 and 11.
d) Between mean attitude scores of male pupils for grades 6 and 8.
e) Between mean attitude scores for male pupils for grades 6 and 11.
f) Between mean attitude scores for male pupils for grades 8 and 11.
g) Between mean attitude scores of female pupils for grades 6 and 8.
h) Between mean attitude scores of female pupils for grades 6 and 11.
i) Between mean attitude scores of female pupils for grades 8 and 11.
j) Between mean attitude scores of females and males for grade 6.
k) Between mean attitude scores of females and males for grade 8.
l) Between mean attitude scores of females and males for grade 11.
m) Between mean achievement scores of experimental and control groups for grade 6.
n) Between mean achievement scores of experimental and control groups for grade 8.
o) Between mean achievement scores of experimental and control groups for grade 11.

RESULTS

Pupil Attitudes

Comparison of Teacher-Pupil Modal Profiles by Grade Level. As was the case last year, comparisons were made between teacher and pupil modal response profiles with respect to 20 multiple-choice scale items, as a measure of pupil attitudes. Last year, however, 12 questionnaire items were used as the measure of pupil attitudes. The procedure used for determining the teacher and pupil modal response profiles was outlined in the preceding section on The Estimate of Validity. This procedure was followed at the sixth, eighth, and eleventh grade levels, with the results as presented below.

Sixth Grade

It may be seen from Figure 1 that teacher and pupil profiles, comprising 13 classes combined and the 13 teachers combined, are, very similar on the 20 multiple choice items with which they are compared. All 20 items in both the teacher and pupil scales contain five response categories (cf. Appendix). The five response categories: A, B, C, D, and E are uniformly directional in terms of their positiveness, negativeness, or neutralness. A and B responses are always positive answers with the A response being more positive than the B response. D and E responses are always negative replies with E being more negative than D. The C response is a neutral reply.

The graph shows that the two profiles are identical for nine of the twenty items, are one response category apart for another five items, and are one and one-half to two response categories apart for the remaining six items. In no case are the teacher and pupil profiles more than two response categories apart. The nine items on which there was identical teacher-class agreement reflects a high level of concordance in the following areas:

(a) The help pupils feel the curriculum has provided them in understanding themselves better (Item 3).

(b) The help pupils feel the curriculum has provided them in having a good attitude toward health and sex (Item 5).

(c) How much easier the pupils now feel they understand and can use the correct words to talk about the different parts of the body (Item 6).

(d) The number of pupil's questions the pupils feel their teacher was able to talk about freely in class (Item 12).

(e) The extent to which the curriculum has helped them to get along better with other boys and girls (Item 13).

(f) The extent to which the curriculum has changed a pupil's attitude about themself as a boy (or as a girl) (Item 15).

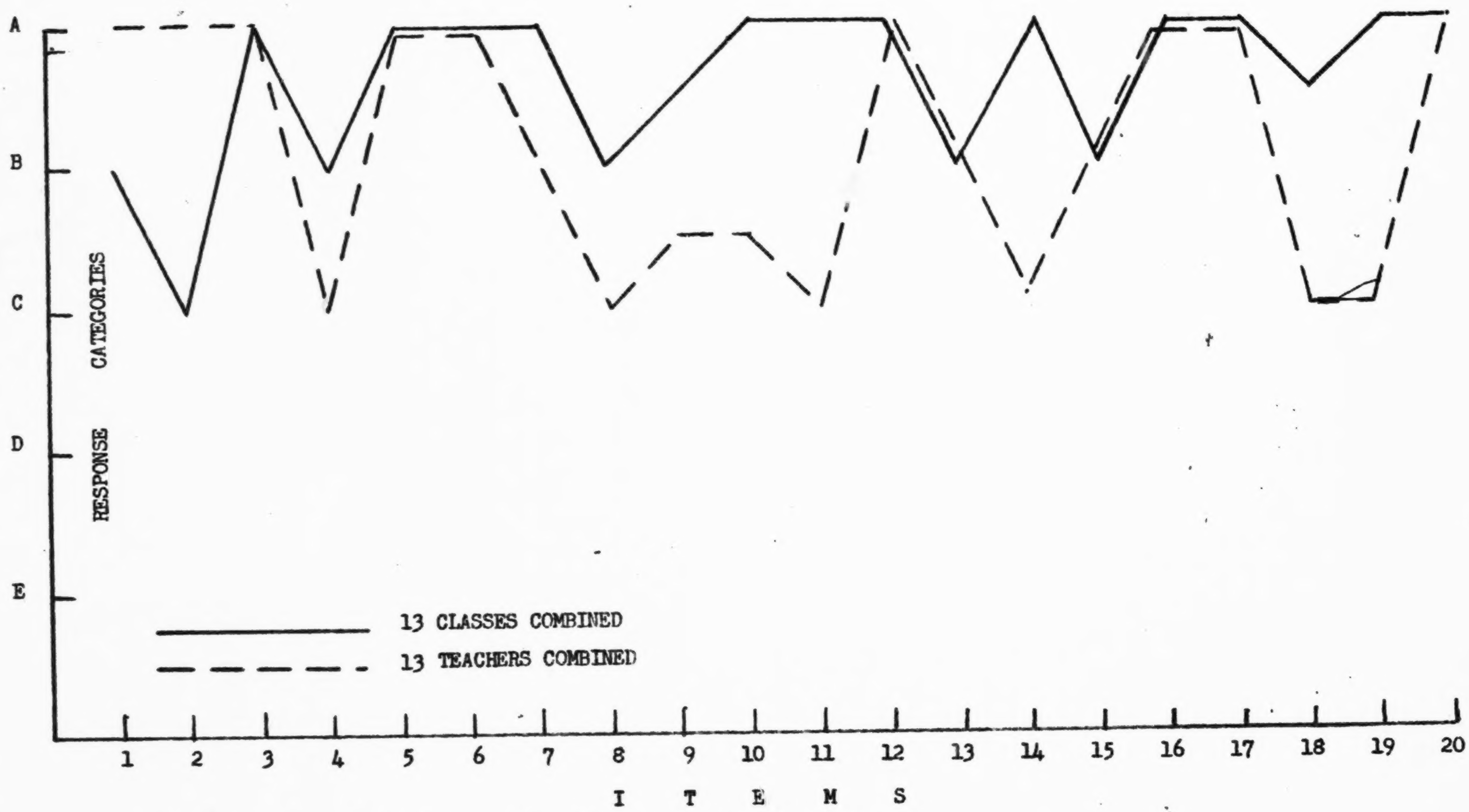

Fig. 1. Sixth-grade teacher-pupil modal response profiles to twenty attitude scale items

(g) The extent to which the pupil's feel the curriculum has helped them to use the correct words to talk about the different parts of the body (Item 16).

(h) The extent to which the pupil's feel the curriculum has helped them to understand the physical changes that take place in the body as they grow older (Item 17).

(i) The extent to which the pupil's feel their attitude toward the family as an important part of society has changed since taking classwork in the program.

In addition, to the identical agreement on these nine items it should be noted that the teacher-class agreements are all concentrated in the positive response categories (categories A and B). Similarly, on the remaining eleven items of the scales, there was a generally high level of teacher-class agreement and these areas of agreement were typically clustered in the positive response categories. In fact, it is especially noteworthy that not one of the twenty items in the scales was responded to negatively by either group. This finding supports the previous year's finding where the same trend occurred with a 12 item questionnaire. Equally noteworthy is the allied fact that even when the teacher-class profiles are at their maximum point of difference of two response categories apart (Items 2, 11, 14, and 19), in no case does the difference ever extend beyond the positive and neutral categories into the negative response categories. Only on items 4, 8, 11, 14, 18 and 19 does the teachers' profile fall into the neutral category; only on item 2 did the same situation occur with the class' profile.

In summary, therefore, the overall results would seem to indicate that the attitudinal outcomes to the curriculum objectives, as measured by both scales, are predominantly favorable and reflect a reasonably good level of agreement between teacher and class groups on the sixth grade level.

Eighth Grade

As was the case with the sixth grade, it may be seen from Figure 2 that teacher and pupil profiles, comprising 12 classes combined and the 12 teachers combined, respectively, are closely similar at the eighth grade level on the 20 scale items. Overall, both profiles show that the response patterns are the same for nine of the twenty items, and are only one-half to one category apart for the eleven remaining items. Of the nine items on which there is identical teacher-class agreement, three items are the same ones responded to by the teacher-class groups of the sixth grade: items 6, 13 and 15. The other six items on which there is identical agreement reflects a high level of concordance in the following areas:

(a) The greater extent to which the pupils feel they now understand their families (Item 4).

(b) How well the pupils feel they now understand the physical changes that take place in the body as one grows older (Item 7).

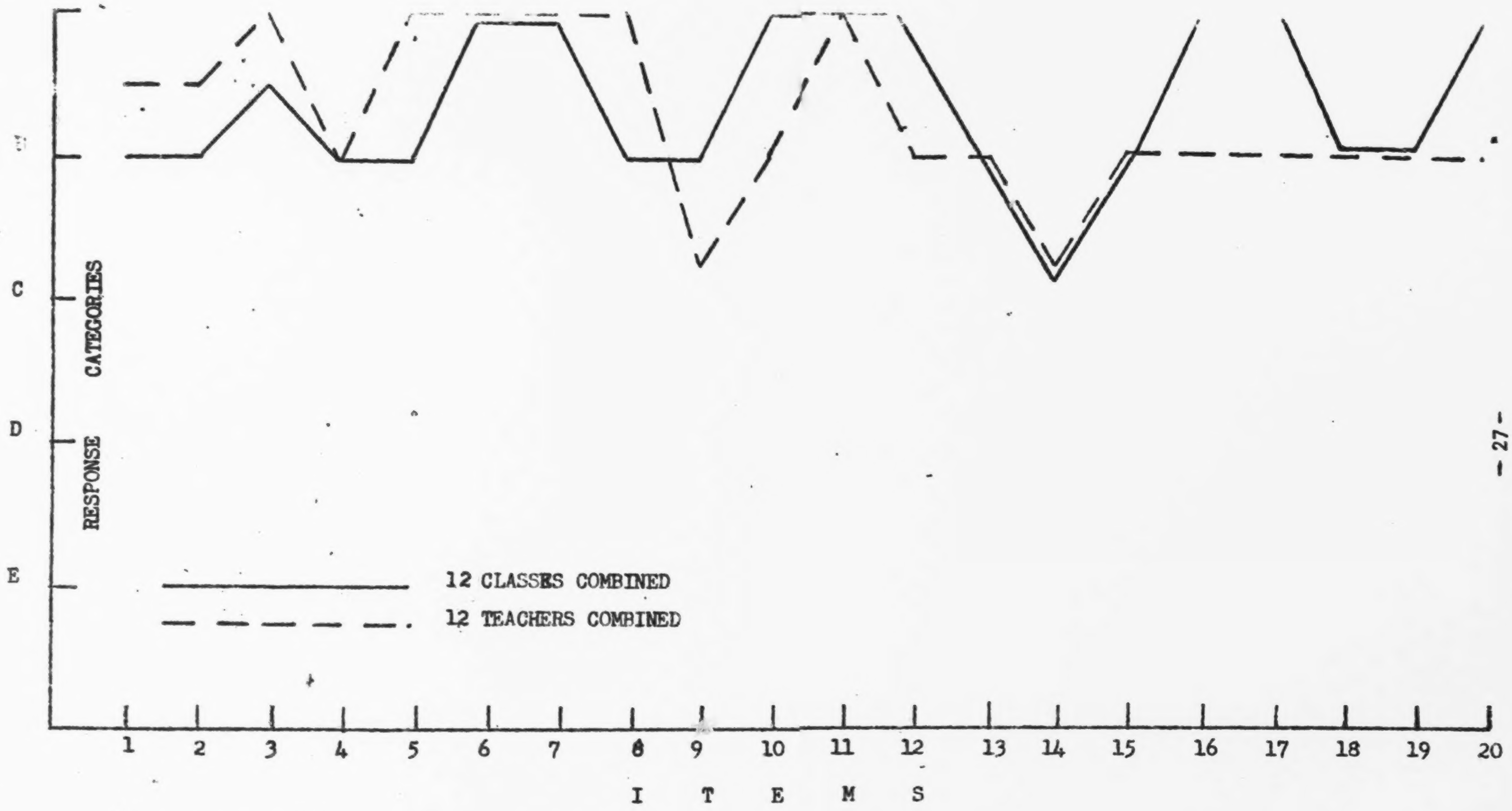

Fig. 2 Eighth-grade teacher-pupil modal response profiles to twenty attitude scale items.

(c) How well the pupils feel they understand their teacher's answers to their questions in class about the curriculum (Item 11).

(d) The degree of expressed willingness with which the pupils feel they can now talk with their parents about themselves (Item 14).

(e) The way in which the pupils now feel more responsible to make good decisions, which are based on sound values, since taking classwork in the program (Item 18).

(f) The way in which the pupils feel their attitude toward people and living things has changed since taking classwork in the program (Item 19).

In addition to the identical agreement on these nine items it should be noted that, with the exception of item 14, the teacher-class agreements are all concentrated in the positive response categories. With respect to item 14, the only item in the scales which was responded to neutrally, there is identical agreement between pupils and teachers, that the majority of pupils sampled in the eighth grade are "somewhat" more willing now (since taking the curriculum) to talk with their parents about themselves. This finding represents a more positive reaction among the eighth grade students, as a whole, than was the case last year with respect to the same item. Last year, there was identical agreement between eighth grade pupils and teachers that the majority of pupils were "not much" (a negative reply) more willing since taking the curriculum to talk with their parents about themselves and their friends. Interestingly enough, it was only on this particular item among all of the 20 scale items, both last year and this year, where the eighth grade teacher-pupils profiles fell below the positive response categories; in both instances there was identical agreement between both groups.

On the remaining eleven items of the scales there was a very high level of teacher-class agreements, wherein all of these items, except the teachers' neutral reply to item 9, were responded to positively by both groups. In no instance, are the teachers and pupils ever more than one response category apart, which reflects their high level of concordance on these eleven items.

On the whole, it can be stated that, except for items 14 and 7, the response patterns of the teacher and class groups were all concentrated in positive categories and at a very high level of concordance for the remaining 18 scale items. This principal finding would seem to indicate that the attitudinal outcomes to the curriculum objectives as measured by these scales, are predominantly favorable and reflect a substantial level of congruence between teacher and class groups on the eighth grade level. Furthermore, this major finding reaffirms last year's overall results at the eighth grade where the findings were essentially the same as this years'.

Eleventh Grade

It may be seen from Figure 3 that the combined student and teacher profiles, the former based on seven classes and the latter on the seven teachers of these classes at the eleventh grade level, run closely parallel to each other on the 20 scale items. The graph shows that both profiles are: (1) identical for seven of the twenty scale items, (2) one-half of a response category apart for five items, (3) one response category apart for seven items, and (4) two response categories apart for only one item (item 16).

Of the seven items on which there is identical teacher-class profile agreement, items 15 and 18 are the same ones responded to identically by the teacher-class groups of the eighth grade; and items 3 and 5 are the same ones responded identically to by the teacher-class groups of the sixth grade. The other three items on which there is identical agreement reflects a high level of correspondence in the following areas:

(a) How well the pupils feel most of their questions in class about the curriculum were answered (Item 1).

(b) The greater extent to which the pupils feel they now understand their families (Item 4).

(c) The greater extent to which the pupils now feel they respect people and living things as a result of having taken classwork in the program (Item 9).

In addition to the high level of agreement on these seven items, it is interesting to note that, in general, the class' profile shows a less positive overall response pattern to the program objectives than the teachers' profile. This point is particularly evident with respect to item 14, where the classes' response falls into a negative category; and item 16 where the classes' neutral response to item 16 is a full two response categories below the teachers' response. Thus the majority of students took a somewhat less positive view than their teachers concerning the following areas:

(a) The degree of expressed willingness with which the pupils feel they can now talk with their parents about themselves (Item 14).

(b) The extent to which the pupil's feel the curriculum has helped them to use the correct words to talk about the different parts of the body (Item 16).

One can only speculate about item 14 as to the reasons why the majority of these eleventh grade students feel that they are "not much" more willing now (since taking classwork in the program) to talk with their parents about themselves. This particular finding is consistent with the same negative reply to this question given by the majority of eleventh graders from last year's sample. At that time it was found, based on information supplied by the students to open-ended parts of these questions, that most of the students generally perceived

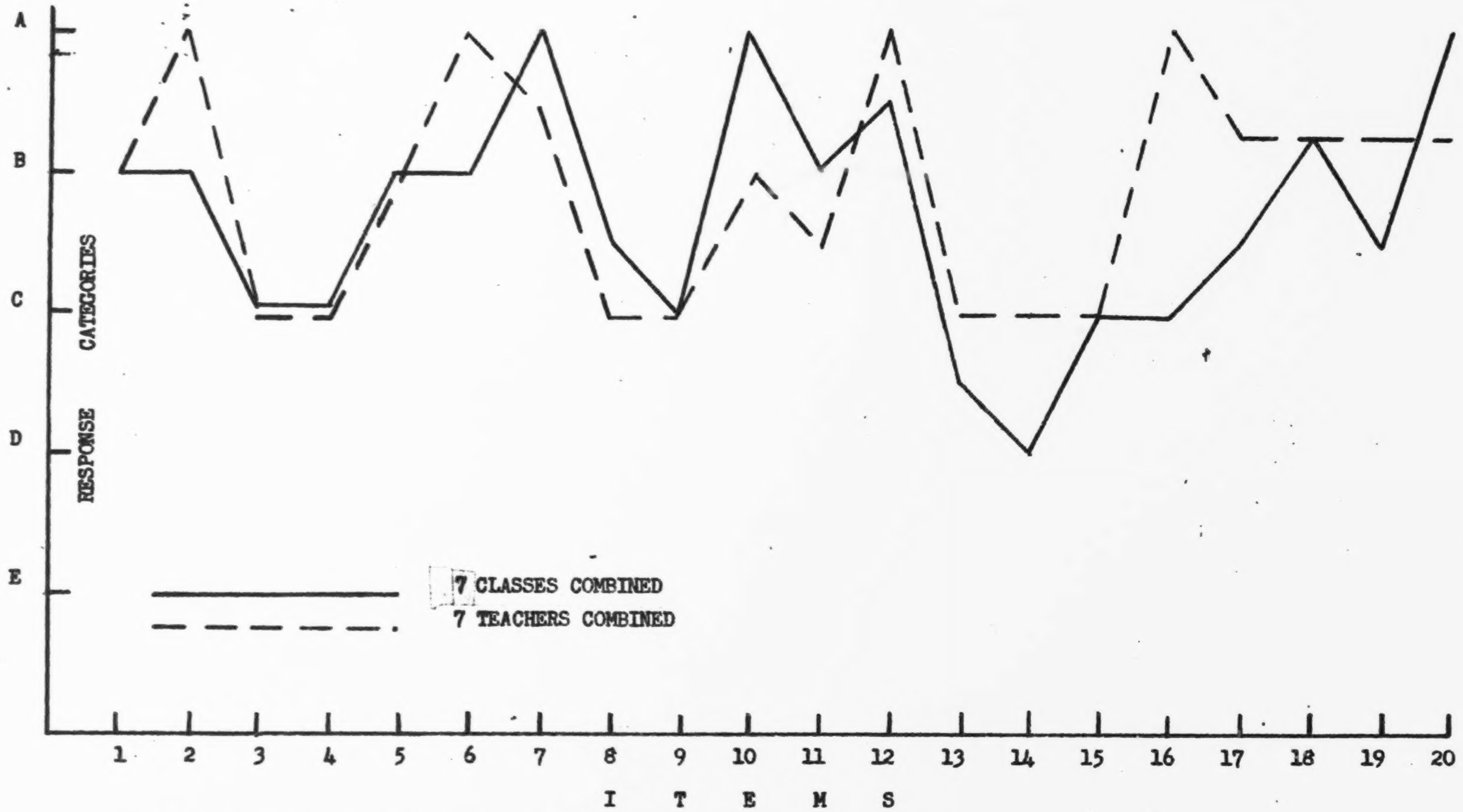

Fig. 3. Eleventh-grade teacher-pupil modal response profiles to twenty attitude scale items

their parents as either reluctant or hesitant to discuss sexual matters with them. Whether the same type of reasoning applies to this year's sample is open to question. In order to obtain more information that will shed some light on areas such as this, it is planned to probe some of these areas with the students by including this type of information in the instrumentation to be used for next year's evaluation.

With respect to item 16, one is hard put to explain the apparent discrepancy between the classes' neutral reply and the teachers' very positive reply. It would seem plausible to assume, however, that for some reason the teachers feel that the classwork has helped the students to use the correct words to talk about the different parts of the body to a greater extent than the students realize or are willing to give themselves credit for.

In general, when the results of the eleventh grade teachers and students are seen as a whole, it appears, with certain exceptions, that the outcomes to the program objectives, as measured by these scales, are moderately favorable and do reflect a fairly close level of agreement between both groups.

Pupil Attitude Scales.

Comparisons of mean scores on the pupil scale were made by grade and by sex in a further study of pupil attitudes. The statistical significance of the comparisons was determined by means of the "t" test. The group comparisons made were:

(1) Between mean attitude scores of pupils for grades 6 and 8, 6 and 11, and 8 and 11.

(2) Between mean attitude scores for male pupils in grades 6 and 8, 6 and 11, and 8 and 11.

(3) Between mean attitude scores for female pupils in grades 6 and 8, 6 and 11, and 8 and 11.

(4) Between mean attitude scores for females and males in grade 6, grade 8 and grade 11.

Table 3

Comparison of Mean Attitude Scores of Students
For Grades: 6 and 8, 6 and 11, 8 and 11

Grade	N	Mean	S.D.	Mean Difference	Standard Error Of Difference	t	P
Sixth	321	41.46	10.17	2.73	1.02	2.76	.01
Eighth	265	38.73	13.23				
Sixth	321	41.46	10.17	10.64	.84	12.70	.01
Eleventh	268	30.82	10.10				
Eighth	265	38.73	13.23	7.91	.99	7.76	.01
Eleventh	268	30.82	10.10				

Table 3 presents a comparison of the mean attitude scores of students for grades 6 and 8, 6 and 11, and 8 and 11. Examination of Table 3 reveals that the sixth grade students scored significantly higher than their eighth and eleventh grade counterparts. The difference was greatest between the sixth and eleventh grades where the t value is 12.70, which is highly significant at less than the .01 level. For grade 6 the mean score and standard deviation were 41.46 and 10.17, respectively, and for grade 11 the mean score and standard deviation were 30.82 and 10.10 respectively. A mean difference of 10.64 and a standard error of difference of .84 also exists between these two groups. The sixth grade students also scored significantly higher over the eighth grade students, where the t value was 2.76, again significant at less than the .01 level. The mean difference and standard error of difference between the groups was 2.73 and 1.02 respectively. The eighth graders showed a mean of 38.73 and a standard deviation of 13.23.

Thus the data from Table 3 show that the attitudes of the sixth grade students to the program objectives are more favorable than those of the eighth and eleventh grade students. This finding is consistent with last year's result and may be attributable, in part, to the fact that sixth graders received 75 minutes of instruction per week, whereas eighth and eleventh graders usually received 40 minutes of instruction per week. Moreover, sixth grade students spend the entire school day with their homeroom teacher whereas eighth and eleventh grade students typically spend one or two class periods a week with their teacher for instruction in this curriculum.

In the case of the eighth and eleventh grade students, it may be seen from Table 3 that the former scored significantly higher than the latter, with a t value of 7.76, highly significant at less than the .01 level. A mean difference and standard error of difference of 7.91 and .99 respectively is shown between these two groups. The fact that the attitudes of the eighth grade students to the program objectives are more favorable than those of the eleventh grade students may reflect a more individualistic, differentiated way of thinking about sex on the part of the eleventh grade students. It may also be that the instrument does not adequately reflect the more sophisticated level of questionnaire material appropriate for the eleventh grade students, who represent an older and more mature age group of students.

Table 4 presents a comparison of the mean attitude scores of female students for grades 6 and 8, 6 and 11, and 8 and 11; of male students for grades 6 and 8, 6 and 11, and 8 and 11. Examination of Table 4 shows that the sixth grade females scored significantly higher than their eighth and eleventh grade counterparts. The difference was greatest between the sixth and eleventh grade females where the "t" value is 9.72, which is highly significant at less than the .01 level. It should be noted that this finding reflects the same consistent trend found previously in comparing the mean attitude scores of all students for grades 6 and 8, 6 and 11, and 8 and 11 (Table 3). Table 4 shows that for grade 6 the mean score and standard deviation for the females were 41.71 and 10.93 respectively, and for grade 11 the mean score and standard deviation for the females were 30.09 and 10.39, respectively. A mean difference of .54 and a standard error of difference of .55 exists between the females for grades 6 and 11. The sixth grade female students also scored significantly higher over the eighth grade female students, where the "t" value was 3.14, again significant at less than the .01 level. The mean difference and standard error of difference between the groups was 1.00 and 1.31 respectively. The female eighth graders showed a mean of 37.59 and a standard deviation of 11.93.

In the case of the eighth and eleventh grade females, it may be seen from Table 4 that the former scored significantly higher than the latter, with a "t" value of 5.88, very significant at less than the .01 level. A mean difference and standard error of difference of 1.54 and 1.28 respectively is shown between these two groups.

Thus the data from Table 4, with respect to the female students, show that the attitude of the sixth grade girls to the program objectives are more favorable than those of the eighth and eleventh grade girls. As noted above, this overall finding reflects the same consistent trend found in comparing the mean attitude scores of all students for grades 6 and 8, 6 and 11, and 8 and 11 (Table 3), for the same explanatory reasons noted in that section of the report. The latter finding, in turn, is also consistent with last year's major finding, where the significant differences found favored grade 6 over grades 8 and 11, with the greatest difference existing between grades 6 and 11.

Table 4

Comparison of Mean Attitude Scores of Female Students For Grades 6 and 8, 6 and 11, 8 and 11; And of Male Students For Grades 6 and 8, 6 and 11, 8 and 11

Grade	Sex	N	Mean	S.D.	Mean Difference	Standard Error of Difference	t	P
Sixth	Female	157	41.71	10.93	1.00	1.31	3.14	.01
Eighth	Female	147	37.59	11.93				
Sixth	Female	157	41.71	10.93	.54	.55	9.72	.01
Eleventh	Female	161	30.09	10.39				
Eighth	Female	147	37.59	11.93	1.54	1.28	5.88	.01
Eleventh	Female	161	30.09	10.39				
Sixth	Male	164	41.32	9.31	1.54	1.26	4.33	.01
Eighth	Male	99	35.85	10.85				
Sixth	Male	164	41.32	9.31	.14	1.17	8.21	.01
Eleventh	Male	106	31.75	9.45				
Eighth	Male	99	35.85	10.85	1.40	1.42	2.88	.01
Eleventh	Male	106	31.75	9.45				

Table 4 also presents a comparison of the mean attitude scores of male students for grades 6 and 8, 6 and 11, and 8 and 11. As was the case with their female counterparts, the sixth grade males scored significantly higher than their fellow eighth and eleventh grade students. Once again the difference between mean scores was greatest between the sixth and eleventh grade males where the "t" value is 8.21, which is highly significant at less than the .01 level. For grade 6 the mean score and standard deviation for the males were 41.32 and 9.31 respectively, and for grade 11 the mean score and standard deviation for the males were 31.75 and 9.45 respectively. A mean difference of .14 and a standard error of difference of 1.17 exists between the males for grades 6 and 11. This overall finding is consistent with the result previously noted in comparing the mean attitude scores of all students favoring grade 6 over grade 11 (Table 3); and the result found in last year's evaluation for the same two grades. The sixth grade males also scored significantly higher than the eighth grade males, where the "t" value was 4.33, again significant at less than the .01 level. The mean difference and standard error of difference between the groups was 1.54 and 1.26 respectively. The male eighth graders showed a mean of 35.85 and a standard deviation of 10.85.

In the case of the eighth and eleventh grade males, it may be seen from Table 4 that the former scored significantly higher than the latter, with a "t" value of 2.88, significant at less than the .01 level. A mean difference and standard error of difference of 1.40 and 1.42 respectively is shown between these two groups.

Thus, the data from Table 4, with respect to the male students, show that the attitude outcomes of the sixth grade males to the program objectives are more favorable than those of the eighth and eleventh grade males; and the outcomes of the eighth grade males are more favorable than those of their eleventh grade counterparts.

Table 5 presents a comparison of mean attitude scores of female and male students for grades 6, 8, and 11. An examination of the data presented does not reveal any significant difference between the sexes at any of the three grade levels. For grade 6, the mean score and standard deviation for the girls were 41.71 and 10.93 respectively; for the boys, 41.32 and 9.31 respectively. The mean difference between these two groups was .39 and the standard error of difference was 1.13. For grade 8, the mean score and standard deviation for the females were 37.59 and 11.93 respectively; for the males, 35.85 and 10.85. The mean difference between these two groups was 1.74 and the standard error of difference was 1.50. For grade 11, the mean score and standard deviation for the females were 30.09 and 10.39 respectively; for the males 31.75 and 9.45.

Thus the data from Table 5 show that no significant difference exists between the sexes at either the sixth, eighth, or eleventh grade levels with respect to their expressed attitudes to the curriculum objectives, as measured by the attitude scale used in this study. Viewed as a whole, therefore, the data show that sex, per se, was not a crucial variable in differentiating between pupil attitude outcomes by grade level.

Table 5

Comparison of Mean Attitude Scores of Female And Male Students In Grades 6, 8, and 11

Grade	Sex	N	Mean	S.D.	Mean Difference	Standard Error Of Difference	t	P
Sixth	Female	157	41.71	10.93	.39	1.13	.35	NS
Sixth	Male	164	41.32	9.31				
Eighth	Female	147	37.59	11.93	1.74	1.50	1.16	NS
Eighth	Male	99	35.85	10.85				
Eleventh	Female	161	30.09	10.39	1.66	1.51	1.32	NS
Eleventh	Male	106	31.75	9.45				

In summary, when the major findings of the sixth, eighth, and eleventh grades are seen as a whole, it can be stated, with some degree of confidence, that the majority of teachers and students are in fairly close agreement as to the ways in which most of the students view the curriculum, and perhaps even more noteworthy is the fact that student attitudinal outcomes to the program objectives are predominantly of a favorable and appreciative quality. This overall result is strikingly consistent with the same overall result obtained from last year's evaluation.

In addition, statistically significant differences were found for the mean scores of the pupil attitude scale where the significant difference between groups favored grade 6 over grade 8, grade 6 over grade 11, and grade 8 over grade 11. Other significant differences for the mean scores of the pupil attitude scale were found where the difference between groups favored grade 6 females over grade 8 females, grade 6 females over grade 11 females, grade 8 females over grade 11 females; grade 6 males over grade 8 males, grade 6 males over grade 11 males, and grade 8 males over grade 11 males.

No statistically significant differences were found for the mean scores of the pupil attitude scale between female and male students on grade levels 6, 8,and 11.

Note

Grateful acknowledgment is extended to Miss Elizabeth DeVries and Mr. Lawrence Frey, staff members of the Bureau of Educational Research, the former for her assistance in the administration and tabulation of portions of the pupil and teacher attitude materials; the latter for his assistance in the preparation of the graphs for Figures 1, 2, and 3.

Pupil Achievement Test Results

The scores achieved on the three experimental editions for Grades 6, 8 and 11 of the pupil achievement test in Family Living, Including Sex Education for both experimental and control groups were analyzed. The results are summarized in Table 6 below:

TABLE 6
Pupil Achievement Test Results

Grade 6

Experimental Group	33 Item Test	Control Group
247	Number of Pupils	134
17.50	Mean Score	14.78
5.25	S.D.	5.57
2.72	Mean Difference	---

Grade 8

Experimental Group	30 Item Test	Control Group
81	Number of Pupils	94
11.01	Mean Score	11.02
3.47	S.D.	2.82
—	Mean Difference	.01

Grade 11

Experimental Group	40 Item Test	Control Group
295	Number of Pupils	152
19.49	Mean Score	20.01
5.64	S.D.	5.03
—	Mean Difference	.52

A critical ratio-test of the null hypothesis for the above mean comparisons showed the difference between the experimental and control group for the sixth grade scores to be statistically significant beyond the .05 level. No statistically significant difference between the experimental and control groups at the .05 level was indicated for the eighth and eleventh grade scores.

It seems therefore, in terms of the achievement test differences that those pupils exposed to instruction in Family Living, Including Sex Education at the sixth grade level are more knowledgeable in the area measured by the test described than the corresponding control group. There is no difference in tested mean knowledge made apparent by the use of this test for grades eight and eleven.

Summary of Data From Staff Questionnaires

District Superintendents

The District Superintendent's Questionnaire - A questionnaire*, composed of 21 items, was prepared to obtain the district superintendent's reaction to selected aspects of the overall program. The questionnaire was sent to each of the 30 participating district superintendents. Of the 30 district superintendents, 22 returned completed questionnaires.

School's Participation - The first item of the questionnaire was concerned with the extent of school participation in the program. Based on the 22 returns, 167 schools were reported to be involved in the Family Living, Including Sex Education program. The number of schools per district where pupil instruction in Family Living was being provided, varied from 2 to 31, with a median of 8 schools.

With respect to the extent of the implementation of the program in Family Living for the school year, 1968-1969, 10 of the 22 superintendents responded that the implementation goals were achieved somewhat successfully, and 9 responded that they were achieved successfully. One superintendent responded that the goals were achieved very successfully, and 2 did not respond to the question.

In a comparison of the program for this school year, 1968-1969, as against that for 1967-1968, 9 responded that the program was more successful, 8 that it was just as successful, 1 that it was less successful, and 4 did not respond.

Community's Reaction to the Program - Reactions of the parents and community toward the implementation of the program, is an important aspect to consider. In this study at the present time, direct reactions of representative members of the community could not be readily obtained. At this stage of the study therefore, the district superintendents were requested to judge the general reactions of the parents and community. The district superintendents were asked to judge this reaction on a 5 point scale. Of the 22 respondents, 18 considered the general reaction of the parents and community to be favorable, 1 considered it to be strongly favorable, 3 indifferent, and 1 each for unfavorable and strongly unfavorable.

Fifteen of the respondents indicated that they received strong support from parental or community sources for the instructional program, 7 stated that they did not. As compared to the school year 1967-1968, 11 superintendents reported that parent and community support was about the same this school year, 1968-1969, and 7 felt that the support was greater this year. One superintendent reported the support was less than last year, 1 could not tell, and 2 did not answer this item. Of the districts receiving parental and community support, the most often mentioned source of support was parent organizations.

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*A copy of the District Superintendent's Questionnaire is found in the Appendix B1.

Thirteen of the 22 responding superintendents indicated that there was no particularly strong criticism against the program, 9 felt that there was some criticism, usually from isolated parents. In response to a question comparing the extent of criticism of the program in Family Living this school year, 1968-1969, to last school year, 1967-1968, 7 superintendents felt that the level of criticism was about the same or less, 1 that it was greater, and 1 that it was much greater. Seven superintendents reported that they could not judge, and 6 did not respond to this question.

Effect of the Program on Other Areas of Instruction - In response to a question concerning the effect of the Family Living program on other instruction within the schools, 18 superintendents felt that there was no appreciable effect, and 2 that there was a favorable effect. One superintendent felt that there was an unfavorable effect, and 1 did not respond. Concerning the effect of the introduction of the program on the mutual involvement of parents, community and school personnel, 17 responded that the involvement had increased, and 5 that there was no significant change over the period. The judgements of the 22 district superintendents concerning the community and school personnel involvement, was as follows; 13 felt that the involvement was favorable, 7 that it did not show any significant change, 1 that it was unfavorable, and 1 did not respond.

Staff Training Program - Training programs have been introduced and implemented to orient and instruct school personnel in the objectives and methods of the instructional program in Family Living, Including Sex Education. In terms of their experience and the needs of the schools in their districts, the district superintendents were asked to give their judgment of the extent to which selected training objectives should guide the design and implementation of the staff training programs.

Table 7 presents a summary of the ratings of the 22 district superintendents for the eight training objectives. As indicated in Table 7 , the majority of the ratings on 7 of the 8 objectives were ranked either as a "priority" or "highest priority." Objective 6, developing the self-confidence and personal assurance of the staff personnel working in this program was most often rated of highest priority by 15 of the 22 district superintendents. The next 2 objectives in order of frequency of mention were objectives 2, developing staff awareness of parental sensitivities and objective 3, developing staff awareness of pupils sensitivities. For objective 4, developing staff willingness to search and locate, and use local district resources for implementing the program, the great majority of respondents, 15, used the "important" catagory.

The district superintendents were requested to rank four types of teacher training programs in Family Living in order of their preference for their respective staff personnel. A summary of these rankings is contained in Table 8 which follows immediately after Table 7.

Table 7

A Summary of 22 District Superintendents' Ratings of Selected Training Objectives

Training Objective	Highest Priority	Priority	Important	Less Important	Un-important	No Response
1. Developing staff awareness of community sensitivities	11	6	5	0	0	0
2. Developing staff awareness of parental sensitivities	13	5	4	0	0	0
3. Developing staff awareness of pupils sensitivities	13	7	2	0	0	0
4. Developing staff willingness to search out, locate, and use local district resources for implementing the program	2	4	15	1	0	0
5. Developing staff willingness to understand and work with people whose personal values in the area of Family Living and Sexuality may be different from their own personal values	8	10	3	0	0	1
6. Developing the self-confidence and personal assurance of staff personnel working in this program	15	6	1	0	0	0
7. Developing the ability of staff personnel to work with large and diverse groups of people	6	6	8	1	0	1
8. Increasing significantly the fund of knowledge of staff personnel in the area of family life and sexuality	10	9	3	0	0	0

Table 8

Summary of District Superintendents Preferences of Types of Training Programs for Their Staff Personnel in Order of Preference

Training Program	1 Most Preferred	2	3	4 Least Preferred
A. Centrally organized and staffed program conducted at a central metropolitan site	0	5	5	12
B. Centrally organized and staffed program conducted at a local district site	6	11	5	0
C. Centrally organized and staffed program transmitted to a local district site via television	6	6	5	5
D. District organized and staffed program conducted at a local district site	12	3	4	3

An inspection of the preference data given in Table 8 reveals that a majority of the district superintendents most prefer the district organized and staffed programs conducted at a local site. Least preferred were training programs that were centrally organized and staffed conducted at a central metropolitan site.

How did the district superintendents evaluate the current training programs, centralized and decentralized, that were established for staff personnel? A tabulation of their responses showed that 3 district superintendents felt that the training was adequate, 16 that it was adequate but more is needed, 2 that the training was less than adequate, and 1 that the training was inadequate.

Instructional Program for Adults - Twenty of the 22 responding district superintendents reported that their staff and instructional materials currently available for the Family Living course were used in a program of information designed to help adults improve their ability to discharge parental or family responsibilities; 2 district superintendents said they did not utilize the staff and instructional material for such purpose. In the evaluation of this program of utilization of staff and materials for adult guidance, 5 district superintendents judged that the program was well-achieved, 6 that it was achieved, 7 somewhat achieved, and 4 did not respond to the question. Sixteen felt that this type of adult program should be expanded, 5 that it should be expanded greatly, and 1 that it should be continued at its present level.

Community Participation in the Program - Twelve of the district superintendents reported that they have a parental or community group participating in an advisory capacity in implementing the Family Living program; 10 noted that they did not have this type of participation. Of the 12 district superintendents who answered in the affirmative, 1 felt that the participation was very effective, 5 judged that it was effective, and 5 that it was useful, and 1 that it was of little use.

Each district superintendent was asked to indicate in what way the Family Living program as operated in his district, affected the general view in the community served, concerning the place of the public school in supplementing the instruction in Family Living as provided by the home and other agencies. A tabulation of the responses revealed that fourteen of the 22 superintendents felt that the public school is increasingly being accepted as an agency for supplementing home instruction in Family Living. One felt that there is no discernible change in attitude, 1 that there is a decreasing acceptance for the school in this role, five reported the attitude could not be determined in their districts, and 1 did not respond.

One of the major objectives of the Family Living program is the development in the pupil, positive human ideals and values. With respect to a revision of current curriculum in Family Living, the district superintendents were asked, what they would recommend, concerning the emphasis to be placed on the development of positive human ideals and values. A tally of the responses showed that 14 recommended that more emphasis should be placed on human ideals and values and 6 indicated that the emphasis should remain at the current level. No district superintendent indicated that such emphasis should be reduced.

With respect to future plans of the district superintendent concerning instruction in Family Living for the school year 1969-1970, 16 recommended the expansion of the current program in their school district where possible and six decided to continue the current program.

In view of the fact that the Family Living program has been in operation in most of the districts from one to two years, recommendations were elicited from the districts superintendents as to their recommendations for improving the current program in Family Living, Including Sex Education. Table 9 summarizes the district superintendents recommendations for program improvement.

Table 9

District Superintendents' Recommendations for Improving the Current Program in Family Living, Including Sex Education

	Recommendations	Number
1.	Increase the training of the staff; the teachers in particular	12
2.	Increase audio-visual aids, and other materials available to schools	7
3.	Provide sensitivity training for all personnel involved; teachers, principals, and coordinators	5
4.	Provide additional funds for this program to include in-service training for teachers, training for paraprofessionals, and provide for qualified guest speakers for parents' meetings	5
5.	Begin a series of parents' workshops	5
6.	Coordinator should be assigned solely to Family Living program	3
7.	License requirements for teachers should include a course in Family Living	3
8.	Specially trained teachers for Family Living; they would teach only this special course	3
9.	Additional trained personnel to help in this subject area	3
10.	Re-evaluate curriculum in terms of content and moral and human values	3
11.	Clarify lessons on television	2
12.	Increase the number of district health education coordinators (at least 2 - 1 man, 1 woman) for maintenance of Health Education and Family Living programs	1
13.	Increase the interest of the supervisory staff	1

An inspection of the data in Table 9 reveals that uppermost concern among many of the district superintendents was the need to increase the training of teachers for the new program in Family Living Including Sex Education.

School Principals

During May 1969, a questionnaire* for principals of schools instructing pupils in Family Living, Including Sex Education was mailed to a sample of 98 principals, which was randomly selected and is fairly representative of the main population of 320 principals from which the sample was drawn. Of this total, 77 principals responded, representing a high return of 79%. On the basis of the 77 returns, the results obtained from the tabulation of the responses to the first five items of the questionnaire are presented in Table 10.

Table 10

Sample of 77 Principals Indicating Yearly Changes In The Number of Schools Involved In The Family Living Including Sex Education Program: 1968**, 1969** and 1970

Schools Involved in Program

	GRADES													
Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
1968	1	7	5	5	2	2	11	18	5	6	3	3	8	5
1969	3	16	19	14	9	10	23	28	8	9	5	3	11	5
1970	3	22	22	20	13	16	20	26	9	11	8	3	13	6

**Participant teachers during 1968, 141; during 1969, 313.

It may be seen from Table 10 that there was a substantial increase in the number of participant teachers in the program from last year's total of 141 to this year's total of 313. Even more noteworthy is the fact that more schools are now providing more instruction in all of the grade levels from pre-kindergarten through grade 12 than was the case last year. Table10 shows that the greatest increase in schools providing instruction occurred at the elementary grade level, followed by the junior high level, and then by the senior high level. In particular, grades 1, 2, 5, and 6 have 19, 14, 23, and 28 schools, respectively, represented for this year's sample totals which show an increase over last year's totals of at least ten or more schools for each of these four grades. Of the four remaining grades at the elementary level, all, except the pre-kindergarten, also show correspondingly good increases over the previous year's totals. Pre-kindergarten classes are necessarily fewer in number in relation to the rest of the elementary grades because they exist in less than half of the public schools in New York City.

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* A copy of this questionnaire is included in Appendix B2.

year's totals. Pre-kindergarten classes are necessarily fewer in number in relation to the rest of the elementary grades because they exist in less than half of the public schools in New York City.

At the junior high school level, grades 7 through 9 show uniformly modest increases of two or three schools represented for each of the three grades. At the senior high school level, only grade 11 shows an increase of three schools from last year to this year, with grades 10 and 12 remaining exactly the same for both years. Grades 10 and 12 are also represented by noticeably fewer schools this year than grade 11, only three and five schools, respectively, as compared with eleven schools for grade 11. Even when one looks at the projected plans for next year, as indicated by the high school principals sampled, this discrepancy between grade 11 and grades 10 and 12 remains essentially the same.

Thus, for the school year 1969-1970, the stated plans of the principals sampled call for thirteen participant schools for grade 11, six schools for grade 12, and only three schools for grade 10. It becomes obvious for this sample, therefore, that more attention should be given to grade 10 to make it more commensurate with grade 11 in the number of schools represented in the program. This point takes on added importance when one considers the continuity and quality of instruction that should be maintained for the student entering high school (grade 10) upon graduation from junior high school (grade 9). Moreover, more schools than last year are expected to be participating in the program in grade 9 (an increase of five to eight), which will necessitate a proportionate increase in the number of participant schools in grade 10, if the increase in student enrollment in the program is to be adequately handled.

At the junior high school level, Table10 shows that grades 7 and 8 have risen modestly in the number of participant schools expected for next year in comparison with current year's totals. The expectation that nine and eleven schools will be involved in the program next year for grades 7 and 8, respectively, is well within the 1 to 6 ratio of junior-to-senior high schools in New York City; and should, therefore, be sufficient to handle the influx of elementary level pupils. In addition, according to the projected estimates for 1970 cited in Table 10 the number of participant schools expected to enter the program at the elementary level is somewhat impressive. This is particularly true for grades K, 2 and 4 which uniformly show increases of six schools each. When one scans the elementary grades further, it can be seen that all of the grades represented, except grades 3 and 4, show 20 or more schools apiece that will become involved in the program. To provide instruction to these pupils next year the median number of teacher assignments in this area of instruction planned in each school by the reporting principals was 4.

Methods of Teacher Assignment

Practices in assigning teachers to pupil instruction in Family Living, Including Sex Education varied among schools. The principals were surveyed concerning the instructional practices in their respective schools. For the years 1967-1968, 1968-1969, and for the coming year, 1969-1970, the pattern of responses was relatively stable. In other words, over the period studied in approximately 70% of the schools the pupils are instructed by their regularly assigned teacher. In the elementary schools this teacher would be their regular grade teacher; in the secondary schools one of their regularly assigned subject area teachers. In the remaining 30% of the schools reporting, the pupils are instructed by a specially identified teacher of Family Living, Including Sex Education for which teacher this represents a speciality and whom the pupils recognize as a special instructor in this area.

Staff Selection Practices

During the period 1967-1968, 1968-1969, and for the coming year 1969-1970, the frequency of methods in selecting the teaching staff for this area of instruction was fairly uniform and follow the pattern listed below:

Principal selects personally	34%
Principal selects based on recommendations	7%
Principal selects from among volunteers	21%
Principal selects from recommended volunteers	21%
Another staff member selects subject to principals approval	17%

Availability of Staff

The principals reported the sources of available qualified staff from whom they could select teachers. These sources remained relatively uniform over the years 1967-1968, 1968-1969, and for the coming year 1969-1970. The overall picture as presented by the principals is as follows:

Teacher selection available	57%
Teacher selection somewhat restricted	33%
Teacher selection severely restricted	9%
Teacher selection not possible	1%

Staff Selection Criteria

To obtain some idea of what the principals considered important in selecting the instructional staff in Family Living, Including Sex Education ten selected criteria were presented for their consideration. They were asked to indicate the degree of importance they attached to each of these listed criteria. The four choices, used in indicating their degree of preference were:

1. I strongly prefer ..... criterion.
2. I prefer this ..... criterion.
3. I am indifferent to this ..... criterion.
4. I don't want this ..... criterion.

At least 80% of the 77 responding principals made a choice for each listed criterion. These choices were first analyzed to determine which criteria over half the principals considered a matter of indifference. These are listed below ranked by the percentage of principals indicating choice 3, "I am indifferent to this ..... criterion."

Rank	Criterion	Percent Choosing
	Teacher should:	
1	be under 35 years of age	92%
2	be 35 years of age or older	89%
3	be rearing or have reared children	59%

A tabulation was then made for those who chose Choice 4. Only three principals chose No. 4, "I don't want this ..... criterion." Two indicated they did not want the teacher to be 35 years of age or older and one did not want a teacher specially certified in this area of instruction.

By grouping the responses for choices 1 and 2, indicating either a preference or a strong preference, and computing the combined percentage the following order of preference for the criteria resulted:

Rank	Criterion	Percent Choosing
	Teacher should:	
1.5	have strong rapport with pupils	100%
1.5	have an understanding of the values and cultural patterns of the community the school serves	100%
3	have strong rapport with parents	96%
4	have extensive teaching experience	78%
5	have some type of certification in this area	66%
6	be regularly licensed in this area	57%
7	be married or been married	55%

In reviewing the various rankings presented above it would seem that the reporting principals are concerned to have teachers who easily relate to the pupils, parents, and community the school serves. From a relative point of view the technical competence of the teachers preferred is seen as a secondary consideration although it may itself be an important factor in establishing good rapport with the population the school serves.

School Community, Parental Group

An important feature of the program in Family Living, Including Sex Education was the effort to involve parents actively in the implementation of the program. The principals were surveyed on efforts to involve the parents; the responding principals as a group reported the following:

	Yes	No
Does your school have a parent group actively participating in implementation?	24%	76%

Within the principal's group reporting an active parental group, the size of the group involved on a continuing basis had a median membership of 6 persons. In all reported instances the typical parental group involved met in the school building; and the median number of meetings held this year was 4 with a range of 1 to 15 meetings. Ninety (90) per cent of the principals reporting indicated these meetings were held during scheduled school hours on scheduled school days. Two principals reported meetings held after school hours on scheduled school days, one before 6 P.M. and one after 6 P.M. There were no Saturday, Sunday, or holiday meetings reported. Twenty-two principals reported on the sex composition of these parent groups. Seventeen (17) said the parent groups were largely or almost all female. Two reported a female majority and 3 stated the sexes were evenly represented.

School-Community Interaction

The responsibility for maintaining school liaison with the parent groups is in most cases a function of the principal or assistant principal. However, in some cases this function is performed by an assigned teacher. Less frequently, this responsibility is delegated to the district coordinator, or the school staff member in charge of Health Education or Guidance.

Twenty-one principals reported on the functioning of these parent groups. Twenty-three per cent reported sustained participation in implementation by their groups, 24% reported initial participation with a subsequent loss in participation, and the remaining 53% reported sporadic or a low level of participation. The value of these parental groups were rated good to excellent by 35% of 34 principals submitting a judgment, 41% rated them as useful or satisfactory while 24% considered them of limited usefulness. About one-third of 57 principals thought the program in Family Living, Including Sex Education had increased parental interest in the overall school program while the remaining two-thirds noticed no appreciable change in parental interest in the school as a result of the program. Eighty-one per cent of 65 principals think the community that the school serves accepts the public school as an agency for supplementary parental instruction in Family Living, Including Sex Education. Slightly less than half of this group qualified this judgment by stipulating that community and parental acceptance included some degree of reservation in their approval. Only 1 principal felt the school was not accepted in this role and 17% stated they could not make a judgment on community or parental acceptance.

To secure an indication of community interest, approval or disapproval, and support or lack of support for the current instruction program, the principals were asked to report on parental requests to exclude from or include in the program of their school instruction in Family Living, Including Sex Education. A few requests to exclude such instruction were reported by 15% of 67 principals. Sixteen per cent reported hardly any such requests and 69% reported no requests. Of 69 principals reporting on requests to include such instruction in their school program, 22% reported some to many such requests, 10% a few, and 60% hardly any to none. In the opinion of 66 principals who reported on their observations of pupil reaction to the program, 91% stated the pupil reaction was favorable or very favorable. Nine per cent said the pupil reaction was one of indifference.

Supervision and Administration

In collaboration with a number of staff members involved in implementing the program in the schools a list of common problems in supervision and administration were identified. These difficulties most generally were associated with the availability and quality of instructional materials, teacher training, staffing the program, and scheduling the instruction in the present school program. A list of seven problems was prepared and presented to the principals for their judgment. They were asked to rate each problem in terms of the difficulty each presented. For this purpose they used a six point rating scale incorporating the following six categories:

1. Is definitely not a problem.
2. Is not a problem.
3. Is a minor problem.
4. Is a problem.
5. Is a serious problem.
6. Is a severe program handicap.

Since the number of principals rating each problem ranged from 65 to 69 the responses were reduced to percentages to provide a common base. The responses for category 1 and 2 above were combined. The following rank order, based on per cents, resulted for the 7 problems.

Rank	Categories 1 and 2 Is not ... Is definitely not a problem	Per cents
1.	This curriculum conflicts with other curriculum needs, in the school.	72%
2.	The efficient distribution of curriculum materials in my school.	49%
3.	Staffing this program conflicts with other staffing needs.	48%
4.	The supervisory requirements in this instructional area.	44%
5.	The quality of the curriculum materials available for distribution and use.	41%
6.	The availability of training programs for teacher.	24%
7.	The availability of training time for teachers.	5%

Subsequently the choices for categories 5 and 6 indicated above were summed and the following rank order, based on per cents, resulted:

Rank	Categories 5 and 6 Is a serious problem ... Is a severe program handicap	Per cent
1.	The availability of training time for teachers.	42%
2.	The availability of training programs for teachers.	20%
3.	The quality of the curriculum materials available for distribution and use.	16%
4.	The supervisory requirements in this instructional area.	12%
5.	Efficient distribution of curriculum materials to my school.	9%

Rank	Categories 5 and 6	Per cent
6.5	Staffing this program conflicts with other staffing needs.	5%
6.5	This curriculum conflicts with other curriculum needs, in the school.	5%

In addition the principals were asked for an overview of adult education programs in the area of Family Living, Including Sex Education, recommended curriculum emphases, future program intentions, and to report on orientation programs provided for their information.

Thirty-two per cent of 69 principals reported their schools provided a program of information or instruction in Family Living, Including Sex Education for adults. They were asked to rate the value of this training program, in assisting the adults involved to effectively discharge parental or family responsibilities in the area of Family Living, Including Sex Education. Fifty-three per cent of the principals reporting such a program considered this objective to be achieved, 43% to be somewhat achieved and 1 principal or 4% to be not achieved.

Forty-nine per cent of the principals responding thought the emphasis on positive human ideals and values should be emphasized more in any curriculum revision while the remaining 51% thought this emphasis should remain at the present level found in the curriculum.

Forty-six per cent of 71 principals reporting would like to expand the current program in their school, 52% would continue the program at the current level and one principal would like to discontinue the current program in his school.

Of 66 principals responding approximately half had participated in an orientation program concerning the instructional program. Of this group 43% rated the orientation as good to excellent, 26% as satisfactory, and 31% as fair to poor.

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District Coordinators of Family Living, Including Sex Education:

A district coordinator of Family Living, Including Sex Education was appointed in each school district. The appointee to this position was usually also a coordinator of other district programs and consequently could devote only a portion of his or her time to the Family Living program. In this, the second year of implementation, eight of the districts appointed an additional staff member to both assist in coordinating the district program and to provide a trained back up staff member for possible future use in implementing the program. This group participated in a special training program conducted at the Post Graduate Center for Mental Health in New York City during the school year 1968-1969.

District Coordinators Questionnaire*

A questionnaire was distributed in April 1969 to 36 coordinators. Eight of this group did not participate in this training program and four indicated they attended so infrequently they could not provide a meaningful judgment on the program. Twenty-four of the coordinators who participated in the training program returned questionnaires. The program this year consisted of 15 weekly meetings which began at 9:00 A.M. and concluded at 12:00 Noon. The meetings included two sessions. The first, an early morning session took place from 9:00 A.M. to 10:30 A.M. The coordinators met in groups of 5 to 7 separately. Also included in these groups as a participant was a staff member of the Post Graduate Center with a background in the techniques of small group processes and sensitivity training. Utilizing their respective experience in implementing the program in the schools as a framework for discussion, the coordinators with the assistance of the Post Graduate Center personnel explained their own attitudes with respect to the curriculum materials and developed the use of small group techniques as a tool for use in their respective district programs.

During the later part of the morning meeting, from 10:30 to 12:00 noon, the entire contingent of coordinators came together as a group to hear guest speakers, to ask questions, and to exchange opinions and experiences concerning the implementation of the program. The coordinators were asked to rate the overall effectiveness of both the early morning sessions and the late morning sessions in questions 3 and 6 of their questionnaire.** Of the nineteen (19) coordinators who responded, 16 or 85% assigned different values, on a seven point scale, to both sessions. The absolute value of these scale differences ranged from 1 to 4 and the frequency of these differences were distributed symmetrically. The differences were therefore analyzed utilizing the Wilcoxson Matched Pairs technique. Using a two-tailed test, a "t" value of 31 was calculated. This value does not indicate, at the .05 level, a statistical difference in judgment among the coordinators between the value assigned to the early morning sessions as contrasted with the late morning sessions.

The two significant features of the early morning sessions, the use of group process techniques and sensitivity training methods were rated on a seven point scale by the coordinators in questions 4 and 5. Of the 21 coordinators who rated both features, 13 or 62% chose the same scale value for both. Six more coordinators chose adjoining values on the scale to signify their evaluations of the two features of the early morning sessions. On this basis, there seemed little difference, if any, on the coordinators' evaluation of the two features of the early morning sessions.

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* a copy of this questionnaire is contained in Appendix B3.

** The questions identified will be found in the District Coordinators' Questionnaire in Appendix B3.

Nineteen coordinators assigned values on a seven point scale to the two highlights of the late morning session, namely, the use of guest speakers and the question and answer period. This was done in questions 7 and 8. Fifteen or 80% assigned different values to both. To determine whether these 15 values indicated a statistical difference concerning these two features of the late morning program the values assigned were subjected to a sign test. A two-tailed test for an N of 15 was used and a value of .036 resulted. This value indicated that a statistical difference between these two ratings does exist, and that the use of guest speakers is seen, in the eyes of this group of coordinators, as more valuable than the question and answer period.

The coordinators were asked, in question 9, to rate the respective contribution to their professional effectiveness of the early morning sessions as against the late morning sessions. When contrasted in this fashion the early morning sessions, or small group workshops, were preferred slightly to the late morning combined group sessions. The sense of these responses paralleled the previously described answers to questions 3 and 6 and the median value indicated a slight tendency in favor of small group workshops.

The median value for the number of sessions attended by the coordinators was approximately 13 of the 15 sessions held. All the coordinators, with one exception, indicated a desire to participate in additional training.

Training Outcomes

A committee of staff personnel involved in the organization and the implementation of the Post-Graduate Center program participated in preparing outcome statements to be used in judging the effectiveness of the training program. Consensus was reached on seventeen statements which are included in Part IV of the questionnaire. The coordinator trainees were asked to rate each outcome on a seven point scale ranging from Extremely Well Achieved, to, Not Achieved. The median value judgment was computed for each of the 17 outcomes and the results arranged in a rank order. The outcomes presented in rank order are arranged below:

Training Outcome Ranking

Number	Outcome Statement	Rank
12.	Developed my willingness to work with members of the opposite sex in implementing the program.	1
16.	Increased my self confidence and assurance to a degree which significantly improves my performance as a Coordinator.	2
13.	Developed my ability for working with members of the opposite sex in implementing the program.	3

Number	Outcome Statement	Rank
4.	Developed my ability to orient district staff personnel (Principals, Assistant Principals, Teachers) to program objectives and methods.	4
15.	Developed my ability for working with people whose personal values with respect to Family Living, Including Sex Education are different from my own.	5
9.	Developed my willingness to work with small groups in implementing the program.	6
14.	Developed my willingness to work with people whose personal values with respect to Family Living, Including Sex Education are different from my own.	7
17.	Increased significantly my fund of knowledge concerning the family and human sexuality.	8
5.	Developed my willingness to search out, locate, and use local resources for implementing the program.	9
2.	Developed my awareness of parental sensitivities.	10.5
3.	Developed my awareness of pupil sensitivities.	10.5
1.	Developed my awareness of community sensitivities.	12.5
11.	Developed my ability for working with small groups in achieving implementation goals.	12.5
8.	Developed my willingness to work with large groups in implementing the program.	14
7.	Developed my ability for using group process techniques to achieve implementation goals.	15
6.	Developed my awareness of existing local resources available for implementing the program.	16
10.	Developed my ability to work with large groups in implementing the program.	17

Training Techniques

The seventeen outcomes, selected for evaluation, which have been placed in rank order above in accordance with the coordinators' judgments were presented to the coordinators a second time in pages 4, 5, and 6 of the questionnaire. Listed along side each outcome were the salient techniques utilized in the early morning and late morning training sessions. The coordinators were asked to choose, limiting themselves to two choices on each outcome, the technique which they judged to be most effective in achieving the listed outcome. The techniques chosen are listed below, ranked in order of the number of choices for each.

Training Technique Ranking

Rank	Technique	Session
1	Sensitivity Training	Early morning
2	Group Process Techniques	Early morning
3	Use of Guest Speakers	Late morning
4	Question-Answer Period	Late morning
5	None of the Methods Listed	

In their recommendations concerning the techniques to be used in future training programs for coordinators with various degrees of past training, there was a moderately weighted opinion in favor of the techniques used in the early morning sessions, namely, the use of Group Process Techniques and Sensitivity Training.

A number of recommendations and additional comments were included by some of the coordinators. Categorized and arranged in order of their frequency, these are included in paraphrased form below:

1. More use of small groups and sensitivity training to increase the exchange of experiences among the participants.

2. The use of fewer, but better selected guest speakers. This should include speakers who voice a definite point of view, even a view contrary to the view promulgated in the current curriculum.

3. A session or a part of each session should be devoted exclusively to a presentation of the coordinators' problems directly to the city-wide coordinator and assistant superintendent in charge of program implementation.

4. Hold the sessions once a month.

5. Organize the groups so that people who are doing the same thing will be in the same group. This will provide for discussion of material problems.

6. There should be discussion of the effectiveness of programs outside of New York City.

7. Include in the sessions the techniques of teaching and methods of organization. There is a need for a program which includes practical application.

8. Prepare knowledgeable resources in the districts.

9. Be aware of what materials the pupils really have access to, and what they read.

10. Change the groups approximately every five weeks to allow for better interaction among the members.

11. Methods and materials should be discussed more.

12. Increasing the training, which will increase the effectiveness of the program.

13. Keep church literature out of the public schools.

Teacher Feedback Questionnaire

A questionnaire was prepared and distributed in May 1969 to a sample group of teachers involved in the implementation of the Family Living, Including Sex Education program in the public schools of New York City. In this questionnaire, a copy of which is included in Appendix B4, information was requested on classroom instruction practices and procedures, the pupils instructed, the curriculum, texts and instructional aids, teacher training, and parental and community interest in the program.

Teachers Sampled - The teachers were sampled randomly from a list of participating teachers. The number and school level distributions of the teachers sampled and those responding are given in Table 11 below:

Table 11

Sample of Teachers Receiving Feedback Questionnaire

	Elementary Schools	Intermediate Schools	Junior High Schools	Combined I.S. and J.H.S.	Senior High Schools	Total Sample
Number of teachers in sample	90	11	15	26	25	141
Number of teachers responding	61	9	12	21	19	101*
Per cent of teachers responding in each school level group	67.7%	81.8%	80.0%	80.7%	76.0%	71.6%

* Twenty-one teacher questionnaires were returned incomplete.

Of a sample of 150 teachers to whom these questionnaires were sent, 101 teachers returned questionnaires. About 20% of the returned questionnaires were not completed. The reason most often given for the return of an incomplete questionnaire was that the program or a program feature was not yet implemented in a particular school. As a result the number of teachers answering a particular item is generally 80.

Instructional Time and Pupils

For the spring term of 1969, the period over which instruction in this curriculum was provided to pupils in the classes of the teachers reporting ranged from 3 to 5 months with a median value of four months. The median size of the pupil group instructed was 35 with a range of 30 to 90 pupils reported. The amount of instruction per week provided to this group ranged from 30 to 45 minutes with the median value reported as 35 minutes per week. The typical pupil, based on these reports, therefore receives about 35 minutes of instruction per week in a class of about 35 pupils over a 4 month period.

In 70 of the 80 pupil groups reported on, the majority (over 50%) of the pupil group instructed was identified as belonging to one of the ethnic groupings presented to the teachers. In 11 pupil groups the majority were black, in another 11 the majority of the group was identified as Puerto Rican, and in 48 of the 80 groups reported on the majority of the pupil group was other than Black, Puerto Rican or Oriental. The percentage of Oriental pupils did not exceed 10% in any of the 80 pupil groups.

Approximately 88% of the pupils reported on were being instructed in this curriculum area for the first time in their school careers this year. Thirty-two of 80 teachers (or 42%) indicated that no separate instruction was provided for boys and girls. Twenty-four (or 30%) of the 80 teachers instructed boys and girls separately at all times while the remainder of the teacher group devoted between 10% to 50% of their time in separate instruction for boys and girls.

Textbook and Audio-Visual Materials

Textbooks were distributed by approximately 31% of the responding teachers while 62% of the teachers indicated that no textbooks were available for distribution to their pupils. Of the teachers who distributed textbooks 70% rated them as excellent or good while the remaining teachers rated them as satisfactory to fair to poor.

Twenty-three percent of 82 reporting teachers indicated they used audio-visual aids extensively, 40% used these regularly, 22% sometimes, while the remaining 15% used these aids rarely or never. Of the teachers who regularly or extensively used audio-visual materials, two-thirds rated them as good to excellent.

Classroom Visitors -

The teachers were asked to report on visits, either formal or informal, to their classrooms while instruction in the area of Family Living, Including Sex Education was taking place. The number of teachers responding to each listed person varied, since the schools ranged from the elementary to intermediate to secondary levels. Table 12 below summarizes their responses, reduced to percentages based on the number responding to each listed person.

TABLE 12

Classroom Visits During Instruction in Family Living, Including Sex Education

Person Visiting	Number of Teachers Reporting	Very Often to Often	Frequency Sometimes	Rarely or Never
School Principal	74	8%	31%	61%
Asst. Principal-Adm. Assistant	65	5%	35%	60%
Department Chairman	51	14%	29%	57%
Grade Leader	43	---	9%	91%
Other teacher (s)	61	13%	30%	57%
Teacher in Training	56	25%	16%	59%
Other pupils	60	8%	28%	64%
District Coordinator	76	9%	34%	57%
Parent (s)	65	2%	12%	86%

Others reported as visitors to classroom during instruction in this area included para-professionals, the school psychiatrist, school social workers, and guidance counselors.

Teacher Assistance - Other Instruction

Those found especially helpful to the teachers in advising or assisting them in implementing instruction in the area of Family Living, Including Sex Education were the district coordinator, other teachers, and the principal and assistant principal in that order. Others mentioned were the librarian, the girls hygiene teachers and a gynecologist.

Of 80 teachers reporting on the effect of the new curricula material on other instructional priorities in the current school program, 42 or 53% reported it had no significant effect while 38 teachers or 47% indicated the effect on other instructional areas was favorable. No teacher reported an adverse effect. An increased emphasis on the development of positive human ideals and values was recommended by 63% of 77 teachers while most of the remaining teachers said the current emphasis in this area should be maintained.

Teacher Training

Teacher training programs were conducted in all school districts during the school year 1968-1969. In some cases a training program was organized and implemented within a single school, in other cases two or three schools cooperated in a joint program of training for teachers, and in yet others a district wide program was conducted in cooperation with a participating district public service agency or educational institution. The variety of these programs necessitated using a generic description namely, "An In-District Training Program for Teachers of Family Living, Including Sex Education, other than the T-V In-Service Course", in gathering information about such programs. This was done to distinguish these programs from the three programs conducted for teachers of Family Living, Including Sex Education which programs recruited teacher participants on a city wide basis.

These three city wide programs were the following:

a) Monthly conferences for teachers in Family Living, Including Sex Education. These were held at two metropolitan locations; the Board of Education Headquarters in Brooklyn and the Lenox Hill Hospital in Manhattan.

b) A 15 session T-V In-Service Course in Family Living, Including Sex Education, conducted at schools located throughout the city.

c) A program for Coordinators of Family Living conducted at the New York Post Graduate Center For Mental Health in Manhattan.

The respondent teacher group came to these training programs with a background of past training, and past classroom experience. In addition they were selected in some manner. A survey of the respondent group indicates that 81 teachers had prior classroom experience specifically in the area of Family Living, Including Sex Education as follows:

1 Term	2 Terms	3 Terms	4 Terms	More than 4 Terms
35	22	13	6	5

The areas of instruction in which they were primarily involved other than Family Living, Including Sex Education included the following:

Area of Instruction	Number of Teachers in Respondent Group
Social Studies and Guidance	15
Hygiene and Health Education	24
Science and Home Economics	14
Language Arts	10
Early Childhood Education	15
Other Areas	3

About half the teacher group offered to participate in the Family Living program. The other half stated they were asked to participate. For both groups their first association with the program was primarily through first echelon school supervisors; departmental chairmen, assistant principals and principals. Only rarely was their involvement in the program mediated by, or through the efforts of, the District Coordinator of Family Living, or the District School Superintendent.

Over two-thirds of the teacher group found the training provided by current programs to be adequate but a majority of this group expressed a desire for additional training. More specifically the teacher participants rated this year's training program offerings as follows:*

a) Eight ranked the Monthly Conference for City Wide Teachers as Excellent to Good, while the remaining ten opinions were evenly distributed from Useful to Poor.

b) Seven ranked the T-V In-Service Course as Excellent to Good, twelve found it Useful to Fair, while none judged it Poor.

c) The Post-Graduate Center for Mental Health was ranked Good by the one teacher attending.

d) The In-District Training Program was rated Excellent to Good by thirteen teachers, while eleven found it Useful to Poor, with seven evaluating it as Useful. Fair, and Poor judgments of these programs were evenly distributed; two teachers rated them Fair and two judged them Poor.

Of eighty teachers responding, one-half said they had participated in similar training programs specifically in the area of Family Living, Including Sex Education last year. This indicates that a considerable number of teachers in this group will have had two years of training in this instructional area at the conclusion of the 1968-1969 school year.

To determine any teacher preference for training programs based on the organization, implementation, and location where such programs are offered the teacher group was asked to rank four such generically described types of program. The teachers were asked to rank, on a scale from 1 to 4, these four described types of training programs. On the basis of acceptably reported rankings by 73 teachers the following order of preference emerged:

Rank	Type of Program
1st.	District organized and staffed training program conducted at a local district site.
2nd.	Centrally organized and staffed training program conducted at a local district site.

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* Not all teachers reporting attended all types of training programs, therefore the number of judgments reported on each program varied.

Rank	Type of Program
3rd.	Centrally organized and staffed training program transmitted to a local district site via Television.
4th.	Centrally organized and staffed training program conducted at a central metropolitan site.

To determine the strength of any consensus concerning the rankings presented above, the teacher rankings were analyzed utilizing Kendalls Coefficient of Concordance. This analysis produced a measure of concordance of .35, which indicates a moderate consensus among the teacher group concerning the ranks assigned by the group.

An examination of the ordering assigned by the teacher group to the program types seems to indicate the following preferences:

a) Programs conducted within a school district are preferred to those conducted outside a district, or transmitted to the district from an outside the district site.

b) Programs conducted within a school district, organized and staffed by district personnel, are preferred to similar programs centrally organized and staffed.

Specific Implementation Problems

A list of five problems which might interfere with the teachers ability to effectively implement the instructional program in Family Living, Including Sex Education was prepared in consultation with teachers and coordinators involved with the program. The teachers were asked to rate each problem listed in terms of its effect on their ability to implement the program. The five problems are listed below:

1. The efficient distribution of curriculum materials to my school.
2. The quality of curriculum materials available for distribution and use.
3. The availability of training programs for teachers.
4. The availability of training time for teachers.
5. This curriculum conflicts with other curriculum needs in my classes.

There was no unanimity apparent for problems, 1, 2, and 3 listed above. and judgments varied from teacher to teacher, Some found a listed item to be no problem while an equal number claimed it to be a serious problem in implementation. Number 5, curriculum conflict, was reported no problem by almost all. The only one of the listed items which was in general viewed as a problem by a slight majority of the teachers reporting was 4; the availability of training time for teachers.

Pupil, Parental and Community Interest and Involvement

Sixty-five percent of 82 teachers responding indicated their school had no parental group actively participating in the implementation of the Family Living, Including Sex Education programs. However, where such groups do participate, almost all the teachers responding had met with the group in their role as teacher in this area of instruction. None of the responding teachers, including those in schools reporting no active parent participation, judged such groups to be useless or a handicap, while over a third rated their value as good to excellent.

Only five teachers or less than 10%, reported parental requests to withdraw their child from this instruction. Six teachers also indicated such requests by pupils themselves. In general, when withdrawal was requested it was from the entire program rather than from a specific topic of instruction. A small number of teachers specifically identified the areas of program implementation which caused them the greatest difficulty. Those that were mentioned are listed below:

a) Attitudes and Emotional Development
b) Responsibility of the Individual
c) Ideals and Values
d) Anatomy and Physiology
e) Contraception - Abortion - Pre-Marital Sex
f) Moral standards in sex education without trying to impose one's own moral standards.

The teachers were asked for their opinion on whether the community and parents accepted the public school as an appropriate agency for supplementing the home and other agencies in instructing pupils in Family Living, Including Sex Education. Out of 79 replies, 62 teachers reported as their opinion that the school was accepted in this role, either unqualifiedly or with some reservations on the part of the parents and community. Fourteen teachers could not make a judgment on this question and three teachers answered in the negative.

Television In-Service Training Programs

A fifteen session television in-service program followed by workshops was held in schools located throughout the city during the spring term of 1969. These programs were produced in the studios of the New York City Board of Education and telecast over the Board of Education's station, WNYE-TV, Channel 25. A schedule of the production and viewing dates is listed below with a listing of the program lecture titles.

Lecture Session	Taping Date	Viewing Date	Viewing Time		Topic
1	1-27-69 3-5 P.M.	2-18-69	2-17 2-18	12 P.M. 3:30 P.M. 4:30 P.M.	Introductory Session
2	2-7-69 1-3 P.M.	2-25-69	2-24 2-25	12 P.M. 3:30 P.M. 4:30 P.M.	The Family - Pt. 1
3	2-10-69 9 A.M.	3-4-69	3-3 3-4	12 P.M. 3:30 P.M. 4:30 P.M.	The Family - Pt. 2
4	2-17-69 9 A.M.	3-11-69	3-10 3-11	12 P.M. 3:30 P.M. 4:30 P.M.	Psycho-Sexual Development - Early Childhood
5	2-24-69 9 A.M.	3-18-69	3-17 3-18	12 P.M. 3:30 P.M. 4:30 P.M.	Psycho-Sexual Development - Adolescence
6	3-3-69 9 A.M.	3-25-69	3-24 3-25	12 P.M. 3:30 P.M. 4:30 P.M.	Female Adolescence
7	3-10-69 9 A.M.	4-8-69	4-7 4-8	12 P.M. 3:30 P.M. 4:30 P.M.	Male Adolescence
8	3-17-69 9 A.M.	4-15-69	4-14 4-15	12 P.M. 3:30 P.M. 4:30 P.M.	Female Reproductive System
9	3-24-69 9 A.M.	4-22-69	4-21 4-22	12 P.M. 3:30 P.M. 4:30 P.M.	Male Reproductive System
10	3-31-69 9 A.M.	4-29-69	4-28 4-29	12 P.M. 3:30 P.M. 4:30 P.M.	Heredity and Environment

Lecture Session	Taping Date	Viewing Date	Viewing Time	Topic
11*	4-7-69 9 A.M.	5-5-69	5-4 12 P.M. 5-5 3:30 P.M. 4:30 P.M.	Responsible Sexuality
12	4-14-69 9 A.M.	5-13-69	5-12 12 P.M. 5-13 3:30 P.M. 4:30 P.M.	Preparation for Marriage
13	4-21-69 9 A.M.	5-20-69	5-19 12 P.M. 5-20 3:30 P.M. 4:30 P.M.	Looking Ahead to Parenthood
14	4-28-69 9 A.M.	5-27-69	5-26 12 P.M. 5-27 3:30 P.M. 4:30 P.M.	Special Problems
15	No Taping	6-3-69	6-3 3:30 P.M. 4:30 P.M.	Evaluation

Evaluation

An evaluation of the above described T-V Series by means of questionnaire was planned and conducted.** A committee of personnel experienced in the Family Living program collaborated in defining four evaluation-criteria. This group, which included district coordinators, curriculum workers, teacher trainers, and audio-visual experts framed four statements for use in the questionnaire. These statements were incorporated in an evaluation sheet and distributed to the T-V In-Service training centers. Each teacher participant assigned a numerical value ranging from 9 which indicated Very Successful to 1 meaning Not Successful to each of the four criteria statements following each telecast. The four statements were presented as follows:

The degree to which today's program succeeded in:

1. Providing or suggesting a teaching technique I can use with my pupils in teaching Family Living, Including Sex Education could be best described as ....
2. Providing or suggesting an answer to a question I had been thinking about in relation to teaching Family Living, Including Sex Education could be best described as ....
3. Developing my confidence for discussing, explaining, and working with other adults and pupils involved in the Family Living, Including Sex Education program could best be described as ....

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* Program 11 was not received in the school training centers because of technical difficulties.

** A copy of the questionnaire rating sheet is included in Appendix B5.

4. Developing an acceptance and understanding in me of my own attitudes and knowledge in the area of Family Living, Including Sex Education could be best described as ....

Teachers registered in the course utilized the same rating sheet over the course of the 14 week program. They entered the last three digits of their teacher file number to serve as an identification for their rating sheet which was kept between sessions in the respective school location. At the termination of the fourteen week period the rating sheets were returned to the office of the City-Wide Coordinator of Family Living, Including Sex Education. The total number of sheets returned from 15 locations was 384. A preliminary analysis of the sheets suggested that the ratings could be best considered in terms of their frequencies.

An analysis of the distribution of last digits in the teacher file numbers was made. On the basis of a Chi-Square goodness of fit test, those rating sheets identified with a last digit of 1 were selected for further processing.

A median value based on frequencies was computed for each of the four statements for each lecture; 52 in all. These values can be found in Table 1 of Appendix B5.

The median marks assigned ranged from 4.5 to 7.8. These were based on a 9 point scale identified as follows:

9	Very Successful
6	Successful
4	Less than successful
1	Not successful

The numbers 2, 3, 5, 7, and 8 were left unidentified and provided intermediate choices on the scale. The median judgments therefore ranged from slightly better than "Less than Successful" (4.5) to (7.8) between "Successful" and "Very Successful."

Using the computed medians a table was prepared in which each lecture program was assigned the rank it achieved on each of the four criteria statements. This is presented below as Table 13.

Table 13

Ranks Assigned to Lecture Program

Program Lecture Number	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11*	p12	p13	p14
Statement 1	r12	r13	r 6	r10	r11	r 5	r 9	r 4	r 1	r 8		r 7	r 3	r 2
Statement 2	r12	r11	r10	r 7	r13	r 8	r 6	r 4	r 2	r 5		r 9	r 3	r 1
Statement 3	r12	r11	r10	r 5	r13	r 7	r 9	r 4	r 1	r 6		r 8	r 3	r 2
Statement 4	r12	r11	r10	r 5	r13	r 8	r 7	r3.5	r 1	r 6		r 9	r3.5	r 2

r = Ranks assigned based on median values of teacher judgments.

Table 14 below presents the 13 lecture programs arranged in order of the rank assigned to each program on each of the four criteria statements.

Table 14

Lecture Programs Arranged by Ranks

Rank No.	r1	r2	r3	r4	r5	r6	r7	r8	r9	r10	r11	r12	r13**
Statement 1	p 9	p14	p13	p 8	p 6	p 3	p12	p10	p 7	p 4	p 5	p 1	p 2
Statement 2	p14	p 9	p13	p 8	p10	p 7	p 5	p 6	p12	p 3	p 2	p 1	p 5
Statement 3	p 9	p14	p13	p 8	p 4	p10	p 6	p12	p 7	p 3	p 2	p 1	p 5
Statement 4	p 9	p14	p 8***	p 3	p 4	p 8	p 9	p 6	p12	p 6	p 2	p 1	p 5

p = Lecture program number

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* As previouslymentioned, this program was not received.

** One program of the 14 telecast was not received; therefore there are only 13 ranks.

*** These two lecture programs were tied for the same rank.

The program rankings, found in Table 14 above, assigned by the teachers for each of the four criteria statements, were compared using the Kendall Rank Correlation technique. The computed values for the ranking correlations are listed in Table 2 of Appendix B5. The rankings were additionally compared utilizing the Kendall Partial Correlation technique. These correlation values are contained in Table 3 of Appendix B5.

The overall agreement between the rank values for the various pairing among the four statements was found to be generally high. The correlations between the rankings on Statement 1 and those for Statements 2, 3, and 4 respectively range from .60 to .70. However, the corresponding correlations among rankings involving Statements 2, 3, and 4 are at a higher level, e.g., .85 to .95. A partial correlational analyses was undertaken to check the influence of Statement 1 in relation to r's involving the other three statements. These partial r's are presented in Table 3. A survey of these Kendall partial r's reveals that whenever rankings of Statement 1 are involved either in first order correlation or when partialled out the resultant correlation coefficient is markedly low as compared to coefficient of correlation for the other pairing among the remaining statements. This would seem to indicate that overall rankings are primarily determined by the influence of the factors described in Statement 3 (developing my confidence for discussing, explaining, and working with other adults and pupils involved in the Family Living, Including Sex Education program could best be described as .....) and Statement 4 (developing an acceptance and understanding in me of my own attitudes and knowledge in the area of Family Living, Including Sex Education could be best described as .....).

A possible explanation of the discordant rankings on Statement 1 might be the varied grade level composition of the teacher group. An elementary grade level teacher might find little usefulness in a lecture utilizing a high school teaching situation and vice-versa for the high school teacher. It would be useful in the future to pursue this line of inquiry by identifying the grades in which a teacher primarily works, to determine what if any influence, the difference in the level of grades taught may have on the evaluation of the teaching situations presented.

In addition, median values assigned to each lecture in each row was compared to the median value computed for each of the four statement rows. A lecture which had a median value greater than the row median was assigned a "+". This was done for each row and the results are listed in Table 4 of Appendix B5 .

A similar analysis of the median values was made in which each median value was compared to the median value computed for all 52 judgments. Those values greater than this median value were assigned a "+". The results are listed in Table 5 of Appendix B5.

The results of Table 4 and Table 5 found in Appendix B5 , are summarized in Tables 15 and 16 below. Table 15 shows the distribution of lecture programs which were ranked above the median value assigned to all thirteen programs for each of the four evaluation statements. Table 16 shows the distribution of lecture programs which were ranked above the median value computed for all 52 judgments of the thirteen lecture programs.

Table 15

Programs Ranked Above the Median Value Assigned to 13 Lecture Programs on Each of 4 Evaluation Statements

	Lecture Programs Ranked Above the Median Value on:	Lecture Program Number
1.	Statements 1, 2, 3, 4	8, 9, 13, 14
2.	Three of statements 1, 2, 3, 4	10
3.	Two of statements 1, 2, 3, 4	4, 6, 7
4.	One of statements 1, 2, 3, 4	3
5.	None of statements 1, 2, 3, 4	1, 2, 5, 12

Programs ranked above the Median Value Assigned to 52 Judgments of 13 Lecture Programs on 4 Evaluation Statements

Table 16

	Lecture Programs Ranked Above the Median Value on:	Lecture Program Number
1.	Statements 1, 2, 3, 4	8, 9, 10, 13, 14
2.	Three of statements 1, 2, 3, 4	None
3.	Two of statements 1, 2, 3, 4	4, 6
4.	One of statements 1, 2, 3, 4	3, 7, 12
5.	None of statements 1, 2, 3, 4	1, 2, 5

In summary therefore it appears from the rankings assigned that the five most successful programs based on the four criteria assigned are the following:

Program Number	Topic
8	Female Reproductive System
9	Male Reproductive System
10	Heredity and Environment
13	Looking Ahead to Parenthood
14	Special Problems

It will be noted that all the above programs were prepared, produced, and shown during the latter half of the 15 week period. This may be due to a change in the viewers attitudes over the course of time or it may reflect an improvement in the quality and technical presentation abilities of the television production staff with practice.

CONSULTANT REPORTS

One of the components of the evaluation design of the Family Living, Including Sex Education Program was the utilization of special consultants to make observations with respect to selected areas, namely, teacher training programs, classroom instruction and parent and community involvement. Each consultant was allocated five days which were utilized as follows, three days for field observations, one half day for orientation, one half day for a summary conference after field work and one day for the written report.

Each of the special consultants has prepared individual evaluative reports. These reports have been reviewed for inclusion in this study. In reviewing these reports the three authors of this study have endeavored to reflect faithfully the highlights of each of the four consultant's report.

The following list include the special consultant who conducted the observations in the selected area along with his affiliation.

(1)	James Malfetti, Ph.D. Professor and Chairman Department of Health Education Teachers College Columbia University 525 West 120th Street New York, N.Y.	Staff Training Programs
(2)	Mrs. Helen D. Henkin Vice-President, United Parents Association, 1964-1969	Parental and Community Involvement
(3)	Lawrence Crawley, M.D. Attending Obstetrician and Gynecologist Lenox Hill Hospital 100 East 77th Street New York, N.Y. 10021	Classroom Instruction
(4)	Wilson E. Meaders, Ph.D. Assistant Director of Community Services Postgraduate Center for Mental Health 124 East 28th Street New York, N.Y. 10016	Classroom Instruction

HIGHLIGHTS OF CONSULTANT REPORT OF DR. JAMES MALFETTI CONCERNING TEACHER TRAINING ACTIVITIES IN THE FAMILY LIVING, INCLUDING SEX EDUCATION PROGRAM FOR TWO SELECTED SCHOOL DISTRICTS

Introduction

The evaluation of the teacher preparation aspects of Family Living, Including Sex Education* was the task of Dr. James Malfetti. This was to be done in two school districts which reasonably represented the ethnic and demographic characteristics of the school system as a whole. The two districts will hereafter be called District A and District B.

It was decided that a group of teachers would be questioned directly about the degree to which they felt teacher training objectives had been met in the teacher preparation programs in which they participated. The teachers' general comments about strengths and inadequacies of the program were invited in addition to suggested ways in which they thought training might be improved.

The staff member who in each district is responsible for assisting the superintendent, principals, and teachers in implementing the program, namely the district coordinator, informed the principals and teachers of the schools selected concerning the purpose of the visitations. In addition, they received copies of the objectives of the teacher program.

The consultant, accompanied by the district coordinator, conducted on site interviews with the teachers, and principals. Additional discussions, in person and by telephone, with the teachers and coordinator served to clarify teacher's comments, and to gain the coordinators' impressions of the feasibility of the teacher suggestions particularly in terms of conditions which would have to be met to implement them.

The coordinators were asked for their own impression of the effectiveness of the teacher training programs, and of ways in which they might be improved.

Program Description

A brief description of the training programs in the districts identified as A and B is presented below:

District A	District B
1. Six two-hour workshops led by the district coordinator.	1. Eighty-two (82) workshops, 16 individual conferences with teachers, and 28 demonstration lessons including lectures by authorities in the field of the program.

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* The program is designated FLISE hereinafter.

2. A series of 15 weekly meetings utilizing a 1/2 hour T-V presentation followed by a one hour discussion period led by the coordinator which included additional presentations by the coordinator.

2. Six one and one-half hour sessions workshops. Teachers received payment for attendance at these sessions.

3. A series of 15 weekly meetings utilizing a 1/2 hour T-V presentation followed by a one hour discussion period led by the coordinator which included additional presentations by the coordinator. The coordinator in this district was assigned on a full time basis to the FLISE program.

The teachers interviewed in the two districts are described as follows:

District A

Six teachers from five schools were interviewed. One teacher taught in high school, two in junior high and three in elementary levels. Four of the five schools were pilot schools for the FLISE program. Two of the six teachers interviewed had participated in the T-V session, four in the six two-hour workshops, and none in both type of training. In addition, four principals of the schools visited were seen, as well as one principal from a school at which no teacher was interviewed. There is an audio-visual resource library for the FLISE program in the district.

District B

Seven teachers from seven schools were interviewed. Two teachers taught at high school, two at junior high and three at elementary levels. All of the teachers interviewed attended the six session (paid) workshop, and the majority attended one or more additional experience of seven sessions or more. It was estimated that the total available teacher training experience in District B was five times the quantity of that in District A. District B had received a special $2,500 grant to implement teacher training which District A had not.

Observations

The evaluation of the teacher training program is presented below following each of the objectives listed.

Objective 1 - To help district coordinators of family living, teachers, and supervisors to develop the sensitivity, knowledge of content, and understandings needed to provide instruction in the area of FLISE.

District A

All the teachers felt the program in which they participated was valuable in equipping them to teach, and that they would have been less effective teachers without such preparation. Some recommended more content. It appeared that teachers with better content background had a more positive reaction to the training program.

District B

With one exception the teachers felt the training programs were valuable. The excepting teacher recommended more training in techniques to help students to think through solutions to their own problems. He also recommended younger teachers, closer to the problems their students experienced.

The teachers were generally satisfied

The teachers unanimously felt more confident, but they desired more give and take discussions with peers and authorities.

with the program content but they wished the help of peers and authorities in translating this knowledge to answer their pupils' needs.

The teachers felt more confident, especially as a result of the six session workshops and the additional seven sessions attended.

Objective 2 - To acquaint the district coordinators of family living, teachers, and supervisors with the techniques and procedures needed to implement the program of FLISE.

District A

Generally, the teacher preparation program was not specific enough for the grade levels at which the teachers taught. Most felt the curriculum guide could be more specific.

The T-V series taped lessons were judged, on the whole, moderately valuable. The class sessions were considered idealized and they preferred more sessions of classes in action.

The teachers were more positive about the discussions which followed the T-V presentations than about the presentations themselves.

Secondary school teachers wished for more information on what comes before and after their contact with students. Some have used anonymous questions from students to determine their knowledge and needs. At the higher grade levels the respective roles of health education, home economics, and science tended to overlap.

The teachers would prefer an overview of the entire K-12 program followed by specific grade level instruction for the teachers with opportunities to critique the presentations. In addition, as a guide, student's questions and teacher's answers by grade level should be assembled.

District B

The teachers felt that teacher preparation experiences could be more specific to the grade levels at which they teach. Few of the teachers seemed to have taken advantage of the demonstration lessons at different grade levels. They would like a list of questions and answers arranged by grade levels. They wanted more specific curriculum guides for each grade level. The teachers would like more information on what instruction comes before and after their contact with students. In addition, they would like information on the respective roles of the various disciplines; health education, home economics, science, in the FLISE program.

The teachers expressed an interest in techniques for identifying students' needs. Some have used anonymous written questions from students for this purpose.

The teachers found the T-V series uneven in quality and value. They recommended opportunities to critique the sessions with peers and authorities, in particular direct contact with the latter group.

Objective 3 - To develop an understanding of the audio-visual and printed resources available for use in instructing students in the areas of FLISE.

Objective 3

District A

The teachers were unanimous in praise of the teacher preparation program as a way to become acquainted with audio-visual and printed resources. Several suggested improved opportunities for previews and special showings, such as messenger service.

District B

Teachers were unanimous in finding the teacher training experiences valuable for acquainting them with audio-visual aids.

Objective 4 - To develop an understanding of the techniques and approaches of value in interpreting the family living programs to parents and others.

District A

The teachers found most parents pleased and cooperative. They noted that parents had been carefully informed about the FLISE curriculum and its objectives.

Working with the District Superintendent, the coordinator prepared sample lessons and other details for faculty conferences and parent workshops.

Principals and faculty had ample time to discuss the proposed program before it was introduced to parents and students.

The coordinator met with the principal of a school who in turn met with the Executive Board of the PTA to discuss the FLISE curriculum. Two workshops for parents were held. At the first, the principal and the coordinator would take lead roles. At the second, teachers in the program took the largest role describing specifically what would be taught and how. Three of the teachers interviewed had participated in such workshops.

One-half the schools in the district have been invited thus far to offer the curriculum and all of these have said yes. Each school at which the curriculum is offered gives a parent the option of having his child excused from the program.

It was reported that thus far only one parent has exercised this option.

District B

The teachers felt adequately prepared to relate to parents in any way presently and in the foreseeable future. Problems with parents were at a minimum which is probably due to careful preparation for the introduction of the FLISE curriculum.

A District Advisory Committee to assist in the development of plans for district-wide implementation of the curriculum was formed. Members of the community - leaders, and representing various community groups were asked to serve on the committee.

Thus far, in meetings held with district personnel, the District Advisory Committee has reviewed the syllabus for the curriculum and proferred many valuable comments and suggestions for implementing the program. As a group they have lent considerable moral support and guidance to the program.

Next, the class parents of children receiving instruction in Family Living were asked to attend an orientation meeting with district coordinators. It is important to note that, in every instance, before any instruction was actually undertaken, class parents were oriented to the program and given the opportunity to raise questions or objections. In no case did any parent voice objection to having her child participate in the program.

As was the case with the class parent groups, the members of the various parent associations were apprised of the new curriculum and afforded the opportunity to air their views, pro and con, with respect to all facets of the program.

Meetings for the same purpose were then held for the Spanish-speaking parents. The response of the parent associations was enthusiastically positive. In response to requests plans for the current school year at District B call for an expansion of last year's pilot group of some 300 pupils in seven schools to include the current expanded total of some 1,000 pupils in seventeen schools, at all grade levels.

To meet parental needs to take a more active role in the program ongoing workshops and meetings of various sorts were started by the district coordinator involving parents, presidents of local school parents associations and paraprofessionals working within the schools. Generally speaking, these meetings and workshop experiences have thus far produced a favorable response.

As a group the parents now report feeling more informed and more relieved psychologically for having had an opportunity to express themselves openly in informal small group discussions, under the guidance of the district coordinators. Their suggestions as to ways of implementing the program more effectively were taken seriously by the district.

Objective 5 - To develop, as a result of evaluation, basic guidelines in relation to an effective teacher-training program.

District A

The coordinators and principals all seem to feel that more money would help the program. One principal has persuasively documented his need for a full-time specialist in FLISE. The district coordinator feels strongly that teachers should be paid for attending the training-programs, or at least given release time. In support of the need for funds to continue and improve a teacher training program I submit that the group of teachers interviewed were exceptionally highly competent and motivated.

The district coordinator and the principals feel that with adequate funds (and they can specify amounts), their own experience with the FLISE curriculum

District B

The teachers interviewed and the district coordinator expressed some beliefs in common.

1. The teacher training aspect of the FLISE curriculum is the most important. Teachers must be confident in themselves in order to gain the confidence of students and their parents. It is that sense of self-confidence that some teachers lack. They say the lack is due partly to the lack of explicitness in the New York City Board of Education curriculum guide, and from lack of a precise understanding of what their role is in relation to values, and of course there may be teachers who cannot or should not relate to the curriculum.

and its many related experiences, and with the results of the several completed and ongoing evaluations, they cannot only set up adequate guidelines for, but can also conduct satisfactory teacher training programs. And it is not necessarily large sums that are needed.

2. More concentrated intensive training experiences with smaller groups might be more valuable than the present programs.

As a result of experience to date the coordinator feels that she could set up guidelines for a more effective teacher training program, but the program will take more release time and money than has been allocated thus far.

General Observations

Clearly more release time and money have been allocated to District B than to District A. One result of this has been a larger number of teacher training experiences in District B with more motivation for teachers to attend them. In view of this the similarities between the two districts in terms of evaluations of how well teacher training objectives have been achieved is all the more striking. Evidently, whatever additionally was done in District B was not enough to change the reported inadequacies appreciably.

Conclusion*

The curriculum in FLISE seems well received in the opinion of the persons interviewed. There is also evidence that the curriculum is well accepted and supported by principals and by parents of students in the schools in which the curriculum is given. The teachers interviewed are generally positive about the value of the teacher training experiences in which they have participated, feel they are better teachers for this preparation, and wish it to be continued. They also have commented on inadequacies in teacher training programs and have made recommendations to reduce them. The following recommendations do not include all of those discussed in the body of this report. They are those which in my opinion were given highest priority by the teachers interviewed.

Recommendations

1. Teacher training experiences should be more specifically related to grade levels. A detailed, definitive teaching guide should be provided for each grade level. In addition, students' questions and teachers' answers delineated by grade should be systematically recorded and periodically distributed. Also the teachers' role in relation to values should be spelled out grade level by grade level (K-12).

2. Teacher training experiences should include periodic opportunities for review by authorities and/or informed peers of the answers teachers are giving to students' questions.

3. Adequate funds should be provided to continue the numerous positive features of present programs and to implement recommendations 1 and 2 above.

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* The conclusion of the consultants' report is presented as it was submitted.

HIGHLIGHTS OF CONSULTANT REPORT OF MRS. HELEN D. HENKIN CONCERNING PARENTAL INVOLVEMENT ACTIVITIES IN THE FAMILY LIVING INCLUDING SEX EDUCATION PROGRAM FOR THREE SELECTED SCHOOL DISTRICTS

Introduction

This study was undertaken to observe the operation of some aspects of community involvement in the "Family Living, Including Sex Education" program in three districts.

The objectives of the community involvement portion of the Family Living Program are as follows:

1. To interpret the objectives, content, materials and methods of instruction involved in the family living program to the community.
2. To obtain community support for the implementation of a program in Family Living, Including Sex Education.
3. To involve community people as consultants and resource personnel in the implementation of the program.
4. To obtain the help of pivotal community leaders in serving as members of an advisory group to guide the development of the program and to help in interpreting the program to other community members.

Under the supervision of the district superintendent the coordinator was responsible for interpreting and implementing the objectives of the program, including community involvement. The coordinators received extensive orientation to the program. There was no implementation in the districts until the coordinators had been trained.

During the course of this study three coordinators, two principals, and fifteen parents were interviewed. Of these 15 parents, 12 were presidents of parent associations of schools in the three districts. The participating personnel were drawn from two high schools, one intermediate school, one junior high school and eight elementary schools located in districts A, B and C*in Manhattan and Brooklyn. The observations extended over five days toward the end of May, 1969 and the beginning of June, 1969.

Observations

The interest of the coordinator in the program seems to be a significant factor in the acceptance of the program by parents and the community. The coordinator's initial presentation of the aims of the curriculum to the Parents Association is important to the success of the program. In two districts, before the program was introduced in the classrooms, a meeting of the Parents Association in each school served to inform the parents in the school of the aims and objectives of the curriculum, and to provide parents with an opportunity to have their questions answered. These meetings were reasonably well-attended, and the parents interviewed seemed to be enthusiastic.

Interpreters were used at the meetings attended by Chinese and Puerto Rican parents.

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* A, B, and C do not necessarily denote the same districts similarly designated in other consultants' reports.

After the initial introduction to the program, in districts A and B, workshops were set up for parents of children in the classes where the curriculum was to be introduced. At these workshops, parents viewed films and film strips, discussed the curriculum, reviewed books, and discussed openly their feelings about the materials and the curriculum. Parents reported that these workshops gave them an opportunity to correct misconceptions of their own, and to exchange views with other parents, the teacher and the coordinator.

In these high schools, where the program has been implemented there has been to date no involvement of parents. The parents interviewed voiced no objections to the program. They did state that they were not acquainted with the content of the curriculum since their children rarely discussed it at home. The parents stated that they would have appreciated one or more meetings at which the curriculum could have been presented and discussed.

In the third district observed, the program has barely been implemented. The method of introduction there, was to utilize a meeting of the presidents of the Parents Associations in the district to make the initial presentation. Parents present at that meeting found the coordinator's approach not as positive as they would like it to be. However, one elementary school in this district does have a class using the curriculum. Parents of children in the class have had little or no orientation to the program. They felt the teacher was a competent person, but they did not know how well she handled such a sensitive area. However, no such concern was expressed by any parent who had had the full orientation.

In one of the districts, a district advisory committee consisting of religious leaders, health personnel, parent association presidents, and other community leaders was organized to generate a broad base of support for the program. This group was informed of the aims and purposes of the curriculum. They made many suggestions and provided moral support to the program. It was the feeling of the coordinator that the support of the committee made for broad community acceptance of the program.

In another district the coordinator had not developed such a committee because it was felt to be too unwieldy. In all fairness it must be stated that although there is not the broad base of support, there has not been any objection from any group in the community about the program.

Conclusion

In the district where the coordinator followed the guidelines for parent and community involvement there was almost universal enthusiastic acceptance of the program, by the parents and the community. In the district where only the parents were involved, there was total parental acceptance, and while there was no community objection, there was no broad support. In the third district, parent and community involvement was minimal.

On the high school level, there has been no parent involvement in any of the districts observed.

Recommendations

1. The district coordinator should be selected on the basis of commitment to the program, sensitivity, and ability to relate to the parents and the community Ideally, at the time that the program is first introduced, the implementation of this program should be the only assignment of the coordinator.

2. The practice of involving parents in meetings and workshops before the program is introduced in the classroom should be continued. The importance of having the classroom teacher present at these workshops merits emphasis. It provides the vehicle for the parents to learn how the teacher will implement the curriculum, and for the teacher to learn the attitudes of the parents.

3. Parents of high school students should have the opportunity to be at one or more meetings of the parent's association to become familiar with the curriculum which will be presented to their children. Admittedly, attendance at high school parent's association meetings is low, however, provisions should be made as far as practical for those parents who want information about the curriculum.

4. Parent workshops should be scheduled in the evening to accommodate working parents. This is necessary if one or both parents, especially fathers, in particular are to be involved.

HIGHLIGHTS OF CONSULTANT REPORT OF DR. LAWRENCE CRAWLEY BASED ON HIS CLASSROOM OBSERVATIONS IN TWO SELECTED SCHOOL DISTRICTS OF THE FAMILY LIVING, INCLUDING SEX EDUCATION PROGRAM

I. Introduction

Lawrence Crawley, M.D. was one of two outside consultants called upon to make classroom observations of the instructional process in two selected school districts of the Family Living, Including Sex Education program during May-June 1969 for a period of five days. The major overall impression that emerged from Dr. Crawley's classroom experience is that the program has taken root and is proving itself. He was satisfied with what he saw in the classroom, both regarding students and teachers. Both, he felt, are doing a good job, and states: "I think the New York City school system can be proud of what it has accomplished to date in so short a time. Even at this early stage it has proved that the job can be done."

II. Major Observations

The successful accomplishment of the instructional process in this program, Dr. Crawley believes, is apparent for several reasons--the attitude of the teachers themselves as they relate to the material and the students, their confidence, and the factual knowledge they seem quite capable of mastering and teaching.

According to Dr. Crawley, "the recognition on the part of all the teachers, of their limitations in preparation and some inexperience was a very healthy sign. There seems little danger of 'fools rushing in,' etc. This I feel is a tribute to the careful, long preparation that the district coordinators underwent, and the part they played in the selection and training of these teachers in the in-service program. I got the feeling that administrators and teachers were feeling more relaxed and comfortable with this material as a teachable subject. This I think is due in large measure to the awareness on the part of all involved that the program on Family Living, Including Sex Education has indeed very little to do with sex per se, but has much to do with matters pertaining to healthy family living including the important area of human reproduction. This is not sex in the common concept but knowledge about one of the most vital and important areas of people's life. To deny them knowledge of the miracle of life and birth is to cripple their appreciation of life itself. If those few vocal critics of this sort of school program could go into the classroom and see the interest and respect the children develop for the material their fears and opposition would not linger long."

In talking to the teachers and seeing them conduct their classes, Dr. Crawley soon noticed that the area of sensitivity training was a crucial point. The teachers themselves, he observed, are keenly aware of their own limitations. He asks the question, What is meant by "sensitivity areas?"

"In his opinion, it obviously can apply to the sexual area and involve and call upon the teachers' own emotional adequacy and stability, but more frequently it involves the emotions of the children in non-sexual areas, including religious feelings, racial feelings, guilt, shyness, nervousness, anxieties and the countless fears of childhood which we all, to a greater or lesser extent, live through. In the classroom, he continues, the teacher with sensitivity experience, sometimes on the basis of fortunate life experiences, but more frequently as a result of training, is able to help the child to accept himself and others and to understand why we must all help one another and be tolerant of each other." The teacher who can achieve any portion of this, Dr. Crawley believes, leaves a lasting effect on the child. The best method of teaching sensitivity he feels is by precept and example, and the teachers involved in the Family Living, Including Sex Education program should continue to have this area stressed.

In particular, Dr. Crawley points to one of the teachers he observed as possessing this quality in large measure. "It was a joy to see it 'come from the heart.' This was in a special service school and the general impression of the school was depressing, but that classroom was bright and alive for all of us because of the teacher. She was a 'natural-born' teacher and did with ease what so many of us spend years trying to achieve."

III. Recommendations

Dr. Crawley offers a number of recommendations which he feels will enhance still further the overall effectiveness of the program.

(1) That much thought should continue to be given to effective methods for sensitivity training of the teacher working in the Family Living program.

(2) "That if the parents would talk to the participating teachers and be made aware of their children's response, they would feel a sense of security and satisfaction. Every effort should be made to get this across to parents, community groups, local churches, etc., but particularly to the mothers of the school children."

(3) That the Family Living, Including Sex Education program was in a sense "repeating in a different area of knowledge what had been asked of and accomplished by the school system 50 or 60 years ago, when civic-mindedness, good citizenship and current affairs programs were introduced and became an accepted part of the curriculum. The same will happen regarding the family and its needs. If the New York City School System continues to insist on the required standards to do this job well, it indeed can achieve a needed and worth-while goal. The key word is training."

(4) "That there is a growing awareness in the ranks of the other professions, law, religion and medicine, that in a sense the family needs and their responsibilities to it have not really been met.

I feel the school should exploit and highlight this interest and awareness and insist that they all meet their obligations to the family through education in the school system. They have much knowledge to impart. The classroom is waiting for their contribution and participation. The children, the home and society need them. When they are deeply involved the job will be well done and we will all be the better for it!"

IV. Conclusion

Dr. Crawley concludes, "The evidence of interest by the students in the material of the courses (at all levels) in itself justifies its inclusion in the school curriculum. All the teachers encountered were aware of this student attitude and interest and were making every effort to satisfy their needs."

V. Personal Comment

As a personal reaction, Dr. Crawley states that "The broad area of knowledge relating to human sexuality can no longer be withheld as a legitimate area of learning and instruction. Its potential for a good and healthy impact on people's lives can be effectively fulfilled in the school system. The contribution of knowledge from the other traditional professions of law, religion and medicine must flow through the trained educator to the young of a society. Only in this way can society counter the commercial exploitation of human sexuality, with its "sick" impact on the youth of the country."

HIGHLIGHTS OF CONSULTANT REPORT OF DR. WILSON E. MEADERS BASED ON HIS CLASSROOM OBSERVATIONS IN TWO SELECTED SCHOOL DISTRICTS OF THE FAMILY LIVING, INCLUDING SEX EDUCATION PROGRAM

I. Introduction

The following evaluation of the effectiveness of classroom instruction in this program is based on observations of eight classes in nine schools, interviews with nine school personnel, and study of appropriate learning materials. and records. It is an attempt to review the classroom implementation of the curriculum in "Family Living, including Sex Education." Dr. Wilson E. Meaders was one of two outside consultants called upon to make classroom observations of the instructional process in two selected school districts of the Family Living, Including Sex Education Programs during May - June for a period of five days.

The classes observed, school staff interviewd, and learning materials studied were as follows:

A. Classes observed - According to Dr. Meaders, these classes are on various intellectual ability levels, and range from the lower through the middle socio-economic levels, with all of the city's major ethnic groups represented.

1. School: I.S. 70
   Teacher: Mrs. Gibbs
   Sixth grade science class

2. School: P.S. 33
   Teacher: Mrs. Leifer
   Third grade

3. School: J.H.S. 56
   Teacher: Mr. Pomeranz
   Ninth grade science class

4. School: P.S. 137
   Teacher: Mrs. Cooke
   Fifth grade

5. School: Charles Evans Hughes H.S.
   Teacher: Mrs. Servian
   Tenth grade home economics class

6. School: P.S. 272
   Teacher: Mrs. Etkin
   First grade

7. School: P.S. 298
   Teacher: Miss Morritt
   Third grade science class

8. School: J.H.S. 68
   Teacher: Mr. Appel
   Seventh grade health education class

9. The following observation was scheduled, but an error prevented the observation. The teacher was interviewed instead.
   School: Haaren H.S.
   Teacher: Mr. Rose
   Tenth grade health education class

B. Personnel Interviewed

1. Coordinators
   - a. Mrs. Rose Rapaport of District 3M
   - b. Mr. Ben Ramer of District 18K

2. Principals
   - a. Mr. Harvey Garner of P.S. 298
   - b. Mr. Slaminski of P.S. 272

3. Teachers
   - a. Mr. Pomeranz of J.H.S. 56
   - b. Mr. Rose of Haaren H.S.
   - c. Mrs. Servian of Charles Evan Hughes H.S.
   - d. Mr. Appel of J.H.S. 68

C. Curriculum and Learning Materials Studied

1. Preliminary and revised curriculums in "Family Life, including Sex Education"

2. Study of "Family Life, including Sex Education" of August, 1968, by Bureau of Educational Research

3. Classroom materials
   - a. two film strips
   - b. four books
   - c. seven posters or displays
   - d. five lesson plans

II. Major Observations

A. Pupils - "This program," Dr. Meaders believes, "should enhance the pupil's ability to turn to family, church, physician and/or social agency for their respective roles in this aspect of his education. It seems most unlikely that responsible presentation of this curriculum could cause emotional upset in pupils; if such an upset were observed, it would probably be an indication of previously existing emotional conflicts that should receive attention. The teacher's skill, knowledge, judgment and sensitivity is the key to the success of this program."

B. Staff Personnel -"All of the teachers who were observed," states Dr. Meaders, "seemed at least adequately trained and taught satisfactory lessons." "The teacher of this content," continues Dr. Meaders, "must have special personal qualities that encourage pupils to express themselves more freely than is the case in many subject areas. The teachers observed and interviewed seemed to vary in these qualities; some being outstanding and some lacking in this respect."

"All of the personnel interviewed seemed to have a good awareness of the philosophy and content of the program. Here, again, however, the truly involved and strongly motivated teacher or principal contrasts sharply with the person who is merely accepting the program as a given."

C. Curriculum and Learning Materials - Dr. Meaders feels that the learning materials in themselves are considerably less important than the way they are used. He states: "The curriculum is sufficiently flexible to permit a creative teacher to do an outstanding job of achieving the program's goals. It does not and cannot prescribe content scope and sequence of learning tasks and materials that can be taught in a rote or mechanical fashion and still achieve program objectives. Other learning materials are available as needed, and the teachers are advised about them. As with the curriculum guide, the teacher's judgment and coordinator's suggestions can lead to use of materials appropriate to the pupil's age level; intelligence; family, ethnic and social background; and expressed interests or concerns."

III. Recommendations

Dr. Meaders suggests a number of recommendations which he feels will enhance still further the overall effectiveness of the program:

1. "Classroom presentation of this curriculum should continue to be expanded to reach all of the children in the public schools on all grade levels."

2. "Teachers of this subject should continue to be carefully chosen on the basis of desire to teach this content and personality attributes that permit them to establish exceptional rapport with pupils."

3. "Teachers should continue to receive special and intensive training to prepare them to teach this curriculum." They need:

   (a) "Familiarity with the complex biological, emotional, and social concepts and moral issues that are related to this content and underlie effective teaching of it."

   (b) "A heightened awareness of their own emotional attitudes and the ways their personality can facilitate rapport and honest study of these emotionally sensitive issues."

   (c) "Special skills in leading group discussions in a tactful and sensitive fashion."

   (d) "Familiarity with learning materials and curriculum, with particular emphasis on the relevance of particular materials to the pupils' needs and the teacher's goals and methods."

(e) "Teachers should continue to be given in-service training and should receive pay credit for appropriate courses taken at universities or other training centers such as clinics or hospitals."

(f) "Sensitivity training should continue to be conducted by seasoned mental health professionals with experience in group methods. Experience indicates that coordinators alone are not sufficiently skilled in group process to conduct these groups."

(g) "The Board might join with a training center in applying for a grant for a pioneering demonstration project in teacher selection and training in this area."

4. "The curriculum and other learning materials should continue to be reviewed and revised regularly with the goal of benefiting from the teachers' and other's experiences."

   (a) "Creative lesson presentations can be incorporated as suggestions."

   (b) "New research on family life and sexuality can be periodically incorporated."

   (c) "Continued consultation with parents, religious institutions and professional experts is indicated."

   (d) "The Bureau of Educational Research should continue to study pupil and teacher response to this curriculum."

   (e) A comprehensive, annotated bibliography of learning materials should continue to be maintained and regularly provided to teachers. The notations should continue to guide the teacher to material appropriate to particular classes and teaching methods.

5. "In the lower grades particularly, when there is great emphasis on defining family structure and roles, the teacher should continue to learn as much as possible about the family background of each pupil."

6. "All teachers should continue to have knowledge of the varieties of family organization in different ethnic and socioeconomic groups in our society."

IV. Conclusion

Dr. Meaders concludes: "Classroom presentation of this curriculum content is extremely valuable for the pupils. As currently conducted, these classes will significantly enhance the pupil's knowledge about themselves and their relationships with other family members, peers, and society in general. It will most likely increase the effectiveness of their adjustment and contribute to their happiness and effectiveness as people, as family members, and as citizens."

SUMMARY

The Need and the Program

The New York City school system has recognized the need for more effective family life education, including sex education. This need has been intensified by recent social changes, increased urbanization and evolving personal values.

Parents have felt the need for help in giving their children guidance in these matters in the home, and physicians and clergymen have urged the schools to assistin this area of education.

The growing body of knowledge about human development, human behavior and family life makes it imperative that the schools increase instruction in family living and make some of this knowledge part of public education. The expanding knowledge must be embodied in new printed and audiovisual instructional materials, and teachers and supervisors must receive additional relevant training.

In order to meet its educational needs, the New York City school system began the development of a new curriculum in Family Living, Including Sex Education in the Fall of 1967. An initial cadre of teachers and supervisors was selected and training courses established. Parents and community groups were oriented and their help obtained in defining and developing the program. The process of selecting and developing suitable books, audiovisual aids, and other resource materials was initiated.

The new curriculum is designed to help each child grow in the aspects of wholesome living related to being a good family member. It is planned to help children understand the physical changes which take place in their bodies and the effect of these changes on total growth. The course of study will discuss children's problems in relation to sexuality with frankness and sensitivity, stressing a wholesome attitude toward sex, using proper terminology and answering children's questions accurately and understandably. The curriculum also aims to help children acquire a background of ideals, standards, and attitudes which will be of value to them in the development of interpersonal relations and in building their future life. Also stressed is the further development of an appreciation of the family as the basic unit of society; the development of a reverence for life and an awareness of one's responsibility for its preservation and enrichment through wholesome human relationships. Finally, the curriculum aims to build a wholesome attitude toward sex and sexuality among children; to work with parents in helping them to understand better their role in the child's total development.

Methods and Procedures

Program Development - In school year 1967-1968 a total of 31,000 pupils in grades Pre-K to 12 were involved in the program. Systematic instruction was given to pupils in 110 schools and pilot classes were conducted in 55 additional schools. A total of 360 classroom teachers participated. At the present time, approximately 70,000 pupils in 320 schools at all grade levels and in all parts of our city are receiving direct instruction from 564 teachers. The extent of the program is not matched anywhere in the nation.

Thirty-two coordinators of Family Living have worked under the supervision of the district superintendent to coordinate the program. The implementation of the program was assisted by representatives of various bureaus of the Board of Education, the Citywide Advisory Council and local councils.

A comprehensive training program was instituted for teachers and supervisors. The various sessions conducted have been outlined in the main body of the report. Recently, a 15-session television in-service program followed by workshops in schools was held during the Spring term 1969 over the Board of Education's station, WNYE-TV, Channel 25. The course included demonstration lessons, panel discussions, lectures, question-answer periods, and reviews of new material in the area of family living, including sex education

Program Evaluation - Observations and judgments of participating personnel were used in gathering evidence concerning the effectiveness of the program. Specially constructed questionnaires were completed by all district superintendents and district coordinators and by a random sample of principals and teachers.

Outcomes with respect to pupil attitudes were assessed by means of three instruments: a pupil attitude scale for grades 6-12, a teacher scale for grades 6-12, and a teacher scale for grades K-5. Both teacher scales concerned teacher estimates of pupil attitudes. The three instruments were especially developed and analyzed for reliability and validity. They represent expanded versions of last year's instrumentation, where a twelve item questionnaire was used; this year, where a twenty item scale was used.

Work on experimental editions of an achievement test for use with pupils in the 6th, 8th, and 11th grades continued this year. Three forms of this test were administered for the first time this year to selected samples of pupils exposed to, and not exposed to instruction in this curriculum. On the basis of an initial analysis of these results, there was a difference in achievement levels indicated, using this measure, for the 6th grade pupils. No measured differences were apparent for the 8th and 11th grade pupils.

Results

Pupil Attitudes - The students involved in the attitudinal phase of the investigation totaled 865, 469 females and 369 males. Of this total there were 324 students (158 females and 166 males) in 14 classes at the sixth grade level, 271 students (149 females and 122 males) in twelve classes at the 8th grade level, and 270 students (162 females and 108 males) in seven classes at the 11th grade level. It should be noted that the current student sample of 469 females and 396 males represents a sizable increase over last year's sample of 259 females and 187 males.

In addition to the student sample, there were two types of teacher groups. One group comprised 33 teachers who were involved in the instructional process of the 33 classes sampled; a second group comprised 19 teachers from grades Pre-K to 5 who were mailed the teacher attitude scale. All told, 13 schools (five elementary, four junior high and four senior high) were involved in the student sampling. These schools are representative of public schools in New York City in the categories specified, such as: special service schools, sex,format of curriculum, and other related categories.

The curriculum was based on the preliminary curriculum guide to Family Living, Including Sex Education, which was prepared in the summer of 1967.

In the absence of any available standardized measures, scales were specially developed for the purpose of evaluating attitudinal outcomes in relation to the program objectives. Three instruments were developed: a pupil scale for grades 6-12, a teacher scale for grades 6-12, and a second teacher scale for grades K-5.

The "split-half" or "odd-even" method of correlation was employed as the measure of reliability by dividing the instrument into two alternate forms of ten items each. The correlation was then computed for these half tests. From the self-correlation of the half-tests, the reliability coefficient of the whole test was then estimated by use of the Spearman-Brown prophecy formula. Accordingly, for the pupil scale measures of reliability were estimated for grade levels six, eight, and eleven with the following results. For grade six the correlation (r) for the whole test was .88 for grade eight the r was .89 and for grade eleven the r was .86. These results suggest a fairly high and consistent level of reliability for the instrument at the three grade levels. These results are quite consistent with the correlation coefficients found last year, where 10 of the 12 multiple-choice items used in last year's instrument have been retained in this year's scale. Last year the correlation for grades 6, 8, and 11 were .89, .84, and .87, respectively. In addition, a correlation of .86 was found for the Teacher Scale for grades 6-12.

The estimate of validity for the Pupil Scale, Grade 6-12, was a concurrent type of validity involving teacher ratings obtained from the Teacher Scale, Grades 6-12, as the criterion of comparison.

Pupil attitudes were measured in terms of graphic comparisons (see Figures 1-3) made between teacher-pupil modal response profiles with respect to 20 multiple-choice scale items. For the graphic modal response pattern comparisons, both pupil and teacher responses were used. When the findings of the sixth, eighth, and eleventh grades are seen as a whole, it can be stated that the majority of teachers and students are in fairly close agreement as to the ways in which most of the students view the curriculum. Perhaps even more noteworthy is the fact that student attitudinal outcomes are predominantly of a favorable quality. This overall result is strikingly consistent with the same overall result obtained from last year's evaluation.

Comparisons of mean scores on the pupil scale and the teacher scale were made in further study of pupil attitudes. The statistical significance of the comparisons was determined by means of the "t" test. Statistically significant differences were found between the mean scores for grades 6 and 8 and for grades 6 and 11, which indicated that the attitudes of sixth grade pupils to the program objectives were more favorable than those of the eighth and eleventh grade pupils. This findings, which is consistent with last year's result, may be attributable in part, to the fact that sixth graders received 75 minutes of instruction per week, whereas eighth and eleventh graders usually received 40 minutes of instruction per week. Moreover, sixth grade pupils spend the entire school day with their homeroom teachers, whereas eighth and eleventh grade students typically spend one or two class periods a week with their teacher for instruction in this curriculum.

A statistically significant difference was also found between the mean scores for grades 8 and 11, indicating that the attitudes of the eighth grade pupils to the program objectives were more favorable than those of the eleventh grade pupils. This finding may reflect a more individualistic, differentiated way of thinking about sex on the part of the eleventh grade students; is also consistent with the same result obtained from last year's evaluation.

Other significant differences for the mean scores of the pupil attitude scale were found where the difference between groups favored grade 6 females over grade 8 females, grade 6 females over grade 11 females and grade 8 females over grade 11 females. This overall finding reflects the same consistent trend found above in comparing the mean attitude scores of all students (both sexes) grades 6, 8, and 11, for the same explanatory resons. Still other significant differences were found for the mean scores on the pupil attitude scale where the difference between groups favored grade six males over grade 8 males, grade 6 males over grade 11 males, and grade 8 males over grade 11 males.

No statistically significant difference was found between the mean scores of the females and males, however, at either the sixth, eighth, or eleventh grade levels with respect to their expressed attitudes to the curriculum objectives, as measured by the attitude scales used in this study. Viewed as a whole, therefore, the data showed that sex, perse, was not a crucial variable in differentiating between pupil attitude outcomes on any of the three indicated grade levels.

The information developed in this report was gathered from a number of sources. All District Superintendents and District Coordinators of Family Living, Including Sex Education were surveyed by means of questionnaires. A sample of the principals of schools in which instruction in this curriculum was provided and the teachers in these schools were also surveyed by questionnaire. Of the latter two groups, the teachers were selected randomly from a list of teachers provided by the district coordinators. The principal of each school was also surveyed in which a teacher or teachers received a questionnaire. For this reason the report of the principal is primarily descriptive of a given school and that of a teacher primarily descriptive of a given class, pupil group, or personal experience. The selection of two or three teachers from the same school, in a few cases, should be borne in mind in evaluating their description of a school program.

An initial overview of the extent of instruction in Family Living, Including Sex Education can be gained from the information provided by the District Superintendents. Twenty-two superintendents reported 167 schools to be implementing the program this year. The median number of schools reported per district was 8. In comparison with the last school year, 1967-1968, the principals of 77 schools report more than twice as many teachers participating in the program this year with a consequent increase in instruction at all grade levels. The greatest increase has taken place at the elementary level, followed by the junior high level, and then the senior high level.

The selection and assignment of teachers to these programs was described by the school principals. The principal's reported experiencing no particular difficulties in the availability of qualified staff personnel for assignment to the program and anticipated no difficulty for the coming school year, 1969=1970. In general, the assignment of staff members is handled by the principal himself, either by direct assignment, or by a selection from among volunteering teachers. Sometimes this selection is based on the recommendation of others, or is initiated by others and presented for his approval. In reporting on selected criteria they consider important in the selection of staff members for this program the reporting principals seemed most concerned that the teachers assigned would easily relate to pupils, parents, and the community the school serves. Rapport with, and understanding of the values and attitudes of parents, pupils, and the community are the prime consideration. From a relative point of view, it might seem that the technical competence of the teacher preferred is viewed as a secondary consideration. However, this may not be the case, since such competence itself may be an important factor in establishing good rapport with the population the school serves. In support of this view it should be noted that the most important criteria next after good rapport and understanding was extensive teaching experience, which in general implicitly assumes technical teaching competence.

A properly trained staff, the availability of training, time for training, and the quality of training programs, was an important factor in the success of the program reported by almost all the staff personnel surveyed. The district superintendents strongly emphasized the need to increase significantly the staff's fund of knowledge in the area of family life and sexuality.

They also stressed the need to develop the self confidence and self assurance of staff personnel in this program, a probable outcome of increased training. In terms of the areas identified as problems, or anticipated problems, the principals gave first place to the availability of training time for teachers, followed next, by the availability of training programs for teachers. Half the reporting principals also participated in an orientation program for the principals of schools participating in the program.

A number of varied types of training programs were used in staff training. The type of training program preferred by the district superintendents was a program organized, staffed, and conducted in the school district. Next preferred was a program centrally organized and staffed, but conducted locally in the district. Over half the teachers reporting had participated in training programs in Family Living, Including Sex Education prior to this year, but again over half the reporting teachers expressed the need for additional training. Their preferences in training programs mirrored the district superintendents' in that their first choice was for a district organized, staffed, and conducted program. Their second choice was a centrally organized and staffed program, conducted at a local district site.

The district coordinators underwent a special training program at the Post Graduate Center for Mental Health located in New York City. This was the second year of training in such a program for most of these coordinators. The training program was generally well received by the participating coordinators. In assigning ranks to the outcomes, they judged to result from this training, the coordinators seemed to emphasize an increased ability and willingness to work on an interpersonal basis, and in groups, with people of all types and varying opinions, in implementing the program. They reported an increased self confidence and assurance in their ability to function as coordinators, to result from this training.

Of the specific training methodologies utilized in this training program, they ranked first and second, the sensitivity training techniques and training in group process techniques as of most value in achieving these outcomes. The use of guest speakers was placed next, followed by the question-answer periods.

The 15 week T-V In-Service course transmitted to school training centers throughout the city was reported by the participating teachers, in an overall judgment, as successful in achieving the training outcomes assigned to the program series by the planning staff. The most successful programs judgments were reported for those programs occurring during the second 7 weeks of the 15 week series. The program titles were:

Program Number	Topic
8	Female Reproductive System
9	Male Reproductive System
10	Heredity and Environment
13	Looking Ahead to Parenthood
14	Special Problems

There was some indication that program judgments varied in terms of the classroom situation presented, or the problem discussed, perhaps as these related to the grade level taught by a particular teacher viewer.

The Monthly City-Wide Conference for Teachers of Family Living, Including Sex Education was reported on by a number of teachers who attended. However, the number and variability of judgments submitted permits no definitive judgment on the positive value of these programs.

In the classroom the typical pupil in the program, based on the reports of teachers, receives about 35 minutes of instruction a week in Family Living, Including Sex Education. He or she is usually found receiving this instruction in a class of 35 pupils, spread over a 4 month period. Almost all the pupils described are receiving this type of instruction, this year 1968-1969, for the first time in their school careers. Slightly more than half of these pupils received a part of their instruction in an all boy or all girl class. This however may be a result of the organization of instruction, since in many schools some of this instruction is provided in the health and hygiene program which is organized on a single sex basis.

Approximately a third of the teachers distributed and used a textbook for this instruction. Approximately two thirds of the teachers indicated the use of audio-visual instructional materials on a regular basis. The textbooks and audio-visual materials available were generally rated good to excellent by those teachers utilizing these intructional tools.

The most frequent visitors to the teachers' classrooms while instruction in Family Living, Including Sex Education was under way was reported by the teachers to be other teachers-in-training, teachers, and the department chairman. The parents of pupils rarely visited classrooms while this instruction was in progress. The teachers turned for additional assistance or advice most often, to the district coordinator, other teachers, the principal, or assistant principal in that order.

Over half the teachers reporting indicated the new curriculum had no significant effect on other instructional priorities in the current school program. Close to half the teachers did report that the introduction of the new instruction had a favorable effect on other instructional areas in the school program. The principals placed any curriculum conflicts caused by the introduction of this instruction on the bottom of their list of problems. Eighteen of twenty-two district superintendents reported no appreciable effect on other instruction; 2 reported a favorable effect, one an unfavorable effect, and one did not reply to this question.

In the opinion of 66 principals who reported on their observations of pupil reaction to the program, 91% reported that pupil reaction was favorable or very favorable, the remaining 9% reporting the pupil reaction to be one of apparent indifference. Only five teachers, less than 10% of those reporting, reported parental requests to withdraw their child from this instruction. Six teachers reported such requests by pupils themselves. In general, when withdrawal was requested, it was from the instructional program in this area entirely, rather than from specific topics of instruction in the curriculum.

Twenty of the 22 responding district superintendents reported the use of their staff and currently available instructional materials in a program of information and instruction designed to assist adults improve their ability to discharge parental or family responsibilities. The majority expressed the judgment that these programs were worthwhile, and well over a majority would like to see programs of this type expanded.

Thirty-two per cent of 69 principals reported that their school provided a program of information or instruction for adults. The difference in the number of superintendents and principals reporting such programs may indicate that such programs are organized on a district-wide, rather than school-wide basis. The majority of the principals reporting this type of program indicated they considered these programs successful in achieving their objectives.

Fifteen of the 22 responding district superintendents reported that they received strong support from parental and community sources for the pupil instructional program. As compared to the school year 1967-1968, 11 superintendents reported that parental and community support was about the same this year, while 7 reported greater support this year. Only 1 superintendent reported less support this year. Over 80% of 65 principals think the community that their school serves accepts the public school as an agency for supplementing parental instruction in Family Living, Including Sex Education. Slightly less than half of this group qualified this judgment by stipulating that community and parental acceptance included some degree of reservation in this approval. A few requests to exclude this instruction were reported by 15% of the principals. Again, only a limited number of requests by parents were reported to include, or expand this instruction in the school.

The teachers were asked for their opinion on whether the community and parents accepted the public school as an appropriate agency for supplementing the home and other agencies in instructing pupils in Family Living, Including Sex Education. Out of 79 replies, 62 teachers reported that in their opinion the school was acceptable in this role, either unqualifiedly, or with some reservation on the part of the parents and community.

Twelve of the district superintendents reported that they have a parental or community group participating in an advisory capacity in implementing the Family Living program while 10 reported no participation of this type. About one quarter of the reporting principals stated their school had a parent group actively participating in implementing the program. The median membership size of these groups was 6 persons and the median number of meetings held this year by these groups was 4. Almost all group meetings were conducted during school hours, on the school premises, and children were generally absent. The composition of these groups was usually largely female. Of 82 teachers reporting, 65% indicated their school had no parental group actively participating in the implementation of the Family Living, Including Sex Education program. However, where such groups do participate, almost all the teachers responding had met with this group in their role as a teacher in this area of instruction. The teachers, principals, and district superintendents generally valued the worth of these groups.

Specific problems in administration, and implementation generally centered on the need for more training programs, more training time, and more training specific to frequently encountered classroom instructional situations. More emphasis on positive human ideals and values in the instructional program, and in the curriculum guide, was recommended by many staff members. However, many were satisfied with the current curriculum emphasis in this area.

Plans for the future centered on the strengthening of the current program with expansion planned wherever resources made this possible. In general, a steady expansion of the program was recommended consonant with the availability of staff, materials, training, and in accord with community desires.

SUMMARY OF CONSULTANT REPORTS

Four consultants observed the Family Living, Including Sex Education program in progress. Based on their observations in selected schools in two districts, and their interviews and discussions with school personnel and pupils they submitted a number of observations, and recommendations concerning the implementation of the program. Dr. James Malfetti, Professor and Chairman of the Department of Health Education, Teachers College, Columbia University reported on Staff Training Programs. He concluded and recommended the following:

Conclusion

The curriculum in FLISE seems well received in the opinion of the persons interviewed. There is also evidence that the curriculum is well accepted and supported by principals and by parents of students in the schools in which the curriculum is given. The teachers interviewed are generally positive about the value of the teacher training experiences in which they have participated, feel they are better teachers for this preparation, and wish it to be continued. They also have commented on inadequacies in teacher training programs and have made recommendations to reduce them. The following do not include all of those discussed in the body of my report. They are those which in my opinion were given highest priority by the teachers interviewed.

Recommendations

1. Teacher training experiences should be more specifically related to grade levels. A detailed, definitive teaching guide should be provided for each grade level. In addition, students' questions and teachers' answers delineated by grade should be systematically recorded and periodically distributed. Also the teachers' role in relation to values should be spelled out grade level by grade level (K-12).

2. Teacher training experiences should include periodic opportunities for review by authorities and/or informed peers of the answers teachers are giving to the students' questions.

3. Adequate funds should be provided to continue the numerous positive features of present programs and to implement recommendations 1 and 2 above.

Mrs. Helen D. Henkin, Vice President, United Parents Association, 1964-1969, observed parental and community involvement. Her conclusion and recommendations are the following:

Conclusion

In the district where the coordinator followed the guidelines for parent and community involvement there was almost universal enthusiastic acceptance of the program, by the parents and the community. In the district where only the parents were involved, there was total parental acceptance, and while there was no community objection, there was no broad support. In the third district, parent and community involvement was minimal.

On the high school level, there has been no parent involvement in any of the districts observed.

Recommendations

1. The district coordinator should be selected on the basis of commitment to the program, sensitivity, and ability to relate to the parents and the community. Ideally, at the time that the program is first introduced, the implementation of this program should be the only assignment of the coordinator.

2. The practice of involving parents in meetings and workshops before the program is introduced in the classroom should be continued. The importance of having the classroom teacher present at these workshops merits emphasis. It provides the vehicle for the parents to learn how the teacher will implement the curriculum, and for the teacher to learn the attitudes of the parents.

3. Parents of high school students should have the opportunity to be at one or more meetings of the parents' association to become familiar with the curriculum which will be presented to their children. Admittedly, attendance at high school parent's association meetings is low, however, provisions should be made as far as practical for those parents who want information about the curriculum.

4. Parents workshops should be scheduled in the evening to accomodate working parents. This is necessary if one or both parents, especially fathers, in particular are to be involved.

Dr. Lawrence Crawley, Attending Obstetrician and Gynecologist, Lenox Hill Hospital, reported on classroom instruction. He recommended and concluded the following:

Conclusion

Dr. Crawley concludes, "The evidence of interest by the students in the material of the courses (at all levels) in itself justifies its inclusion in the school curriculum. All the teachers encountered were aware of this student attitude and interest and were making every effort to satisfy their needs".

Recommendations

1. That much thought should continue to be given to effective methods for sensitivity training of the teacher working in the Family Living Program.

2. "That if the parents would talk to the participating teachers and be made aware of their children's response, they would feel a sense of security and satisfaction. Every effort should be made to get this across to parents, community groups, local churches, etc., but particularly to the mothers of the school children".

3. That the Family Living, Including Sex Education program was in a sense "repeating in a different area of knowledge what had been

asked of and accomplished by the school system 50 or 60 years ago, when civic-mindedness, good citizenship and current affairs programs were introduced and became an accepted part of the curriculum. The same will happen regarding the family and its needs. If the New York City School System continues to insist on the required standards to do this job well, it indeed can achieve a needed and worth-while goal. The key word is training".

4. "That there is a growing awareness in the ranks of the other professions, law, religion, and medicine, that in a sense the family needs and their responsibilities to it have not really been met. I feel the school should exploit and highlight this interest and awareness and insist that they all meet their obligations to the family through education in the school system. They have much knowledge to impart. The classroom is waiting for their contribution and participation. The children, the home and society need them. When they are deeply involved the job will be well done and we will all be the better for it!"

Dr. Wilson E. Meaders, Assistant Director of Community Services, Postgraduate Center for Mental Health, reported on classroom instruction. He recommended and concluded the following:

Conclusion

Dr. Meaders concludes: "Classroom presentation of this curriculum content is extremely valuable for the pupils. As currently conducted, these classes will significantly enhance the pupil's knowledge about themselves and their relationships with other family members, peers, and society in general. It will most likely increase the effectiveness as people, as family members, and as citizens."

Recommendations

Dr. Meaders suggests a number of recommendations which he feels will enhance still further the overall effectiveness of the program.

1. "Classroom presentation of this curriculum should continue to be expanded to reach all the children in the public schools on all grade levels."

2. Teachers of this subject should continue to be carefully chosen on the basis of desire to teach this content and personality attributes that permit them to establish exceptional rapport with pupils".

3. "Teachers should continue to receive special and intensive training to prepare them to teach this curriculum." They need:

    a. "Familiarity with the complex biological, emotional and social concepts and moral issues that are related to this content and underlie effective teaching of it."

    b. "A heightened awareness of their own emotional attitudes and the ways their personality can facilitate rapport and honest study of these emotionally sensitive issues."

Recommendations (continued)

c. "Special skills in leading group discussions in a tactful and sensitive fashion."

d. "Familiarity with learning materials and curriculum, with particular emphasis on the relevance of particular materials to the pupils needs and the teacher's goals and methods."

e. "Teachers should continue to be given in-service training and should receive pay credit for appropriate courses taken at universities or other training centers such as clinics or hospitals."

f. "Sensitivity training should continue to be conducted by seasoned mental health professionals with experience in group methods. Experience indicates that coordinators alone are not sufficiently skilled in group process to conduct these groups".

g. "The Board might join with a training center in applying for a grant for a pioneering demonstration project in teacher selection and training in this area."

4. "The curriculum and other learning materials should continue to be reviewed and revised regularly with the goal of benefiting from the teachers' and other's experiences."

   a. "Creative lesson presentations can be incorporated as suggestions."

   b. "New research on family life and sexuality can be periodically incorporated."

   c. "Continued consultation with parents, religious institutions and professional experts is indicated."

   d. "The Bureau of Educational Research shuld continue to study pupil and teacher response to this curriculum."

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APPENDIX

A1. Pupil Attitude Scale - Grades 6-12*

A self-administered, twenty item multiple choice type measure, containing five response categories per item. These twenty items approximate a Lykert-type scale and are derived from the major stated objectives of the program. The twenty items comprise parallel forms of the same instrument. In addition to these twenty items, there is a three response category multiple choice item, item 21, and two open-ended items, items 22 and 23.

A2. Teacher Attitude Scale - Grades 6-12*

Except for minor changes in phraseology, the title page and directions, the content and format of this scale and the pupil attitude scale for grades 6-12 is essentially the same. The reason for this similarity was to determine how closely teacher and class perceive class attitude outcomes as measured from the same set of questions.

A3. Teacher Attitude Scale - Grades K-5*

The content and format of this scale and that of the teacher questionnaire for grades 6-12 are virtually the same except for minor changes in phraseology. At these grade levels it was deemed that, because of the age level of the children and the relative difficulty involved in the reading and understanding of the items, teacher evaluations would yield a better measure of class outcomes at this time.

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* These three instruments were prepared by Dr. Allan J. Schneider, with the assistance of Dr. George Forlano, and approved by Assistant Superintendent Helene M. Lloyd.

B1. District Superintendents Questionnaire

The questionnaire contains 21 items to be completed by District Superintendents. Requests information on participating district schools, staff training programs, reaction in the community to the new instruction, and recommendations for action.

B2. Principal's Questionnaire

The 34 item questionnaire was distributed to a sample of the participating schools. Information on teacher selection and training, instructional methodology, pupil and parental reaction, community participation, and future plans and recommendations is developed.

B3. District Coordinator Questionnaire

A 17 item questionnaire distributed to all District Coordinators participating in Family Living, Including Sex Education. Training Program at The Post Graduate Center for Mental Health. Develops information on the training program, its structure, the training methodologies utilized, and the objectives achieved. Solicits recommendations for future training programs and some information on prior training received by coordinators.

B4. Teacher Feedback Questionnaire

The questionnaire was distributed to a sample of teachers currently implementing the new program in the classroom. Information is developed on class time spent in instruction, teacher use and evaluation of the curriculum guide, textbooks used, and audio-visual materials. The effect of the new program on other instruction, on classroom behavior, and parent-teacher communication is judged. Information on teacher training programs, and recommendations for program action are solicited.

B5. Television In-Service Course Rating Sheet

Rating sheet used over 15 week period by teachers participating in Family Living, Including Sex Education Television In-Service Course, Spring, 1969. Each program is rated, using a 9 point scale, on 4 selected outcomes.

Table 1. Median Values Assigned to Each of 13 Programs on 4 Selected Outcomes.

Table 2. Correlation of Rankings on 4 Outcome Statements.

Table 3. Partial Correlation of Rankings on 4 Outcome Statements.

Table 4. Programs Ranked Above the Median Value On Each of 4 Outcome Statements.

Table 5. Programs Ranked Above the Median of All (52) Values Assigned for 13 T-V Lecture Programs.

NOTE: Copies of the instruments used in the evaluation may be obtained by writing to:

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